

Georgian Gardens Community Primary School

CLIMATE ACTION PLAN





Georgian Gardens Primary School - Climate Action Plan

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capability on energy-saving practice and low-carbon operations	1. Premises manager to highlight areas of energy saving to staff with regular updates and emails 2. Create a short written energy checklist for staff (classroom, office) and circulate. 3. Identify one staff energy champions to monitor routine behaviour (lights, heating, equipment).	Headteacher / Site Manager / Energy Champions	Printing/distribution costs - Simple monitoring log	- Energy checklist used by >90% classrooms - Energy champions reporting monthly observations	Decarbonisation
Increase staff knowledge of climate education and nature-based learning	1. Provide training on integrating climate topics into primary curriculum (one workshop/year). 2. Share lesson bank and resource list with staff. 3. Link with nearby environmental education provider for termly classroom visits.	Curriculum Lead / Year-group Leads	- Curriculum resources - Funding for visiting educator (small honorarium) - Time for resource sharing	- Workshop delivered annually - Resource bank accessed by teachers each term - One external visit per year	Climate education and green careers

2. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed low-carbon behaviours across staff and pupils	1. Launch a “Switch Off & Save” campaign with posters and pupil pledges. 2. Classroom energy audits run by pupils monthly. 3. Reward scheme for classes reducing energy use.	Energy Champions / Eco-Committee Lead	- Printable posters - Audit templates - Small rewards budget (stickers/celebration)	- Monthly audits conducted in all classes - Measured reduction in classroom energy indicators (e.g., lights off) - Participation from >70% pupils	Decarbonisation
Foster pupil-led climate learning and action	1. Establish an Eco-Committee with pupil representatives across year groups. 2. Provide training for Eco-Committee on projects (biodiversity, waste, energy). 3. Set termly pupil-led targets (e.g., increase recycling, plant trees).	Eco-Committee Teacher Lead / Year 6 pupil leads	- Time for meetings - Training materials - Small project budget	- Active Eco-Committee meeting at least monthly - At least one pupil-led project completed each term - Evidence of pupil-led campaigns displayed	Climate education and green careers



3. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	Df E Area
Improve building energy efficiency to move rating from D to C/B over medium term	1. Commission an energy audit to identify priority measures (insulation, controls, heating optimisation). 2. Implement low-cost measures first (thermostatic radiator valves, better controls, draught-proofing). 3. Develop a 5-year capital plan for larger measures (boiler upgrade, additional solar capacity, heat pump feasibility).	Headteacher / Site Manager / Governing Body / Local Authority Estates	- Funding for energy audit - Budget planning support - Capital funding sources (LA, grants) - Contractor quotes	- Energy audit completed within 6 months - Implementation of identified low-cost measures within 12 months - Measurable reduction in gas/electric use within 12-24 months	De carbonisation
Enhance school grounds for biodiversity and outdoor learning	1. Expand woodland walk management and create labelled nature trails. 2. Create additional habitat areas (wildflower meadow patch, pond or pollinator border). 3. Integrate outdoor classroom zones with seating made from sustainable materials.	Site Manager / Eco-Committee / Forest School Lead	- Plants, trees, seed mixes - Tools and soil - Volunteer time - Small capital for seating	- At least two new habitat features established within 18 months - Outdoor lessons increase with timetable evidence - Biodiversity monitoring shows increased species sightings	Biodiversity
Maintain good condition of existing fabric while reducing energy waste	1. Continue LED lighting upkeep and monitor performance. 2. Regular checks on solar panel output and inverter maintenance. 3. Improve glazing seals and routine maintenance schedule.	Site Manager / Energy Champions	- Maintenance budget - Service contracts for solar - Materials for sealing/draught-proofing	- Solar output maintained or improved - Reduced incidents of draughty windows reported - Maintenance log updated quarterly	De carbonisation



Reduce wastage of energy	1. All external doors to be kept closed when not in use	All staff and children	Posters as a reminder, communication to all	Reduced costs for gas and electricity. Less draughts.	
--------------------------	---	------------------------	---	---	--

4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce food waste and improve composting	1. Implement food-waste collection in dining hall for on-site composting or municipal food-waste service. 2. Pupil monitors to weigh and record food waste weekly. 3. Use compost in school grounds/planters.	Catering Staff / Eco-Committee / Site Manager	- Compost bin or food-waste collection contract - Scales and log sheets - Training for lunchtime staff and pupils	- Reduction in food waste by measurable percent within 12 months - Compost used in school gardens regularly - Weekly waste logs maintained	Biodiversity

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate change and sustainability	1. Map curriculum to identify where climate topics fit (science, geography, literacy, maths). 2. Develop a cross-curricular scheme of work with progressive	Curriculum Lead /	- Time for curriculum mapping - Teaching resources -	- Curriculum map completed and shared - Climate-linked lessons taught in every year group each	Climate education and

across key stages	outcomes. 3. Share exemplar lesson plans and resources with staff.	Subject Leads	External consultant or CPD support	term - Pupil attainment evidence in climate-related units	green careers
Provide hands-on green skills and careers exposure	1. Organise termly workshops with local environmental organisations and trades (horticulture, renewable tech). 2. Arrange visits to local green projects (community garden, solar installations). 3. Invite parents/visitors with green jobs to speak to pupils.	Careers Lead / Year-group Teachers	- Contacts with local organisations - Transport budget for visits - Classroom time for talks	- At least one external workshop or visit per term - Pupils report increased awareness of green jobs in surveys - Record of visitor talks maintained	Climate education and green careers

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Use nature-based activities to support pupil wellbeing	1. Expand woodland walk programming for mindfulness and curriculum links. 2. Small-group sessions for targeted wellbeing cohorts. 3. Quiet nature spaces for reflection and sensory learning.	SENCO / Forest School Leader / Wellbeing Lead	- Outdoor seating and shelter - Resources for activities	- Increased pupil wellbeing scores in surveys - Regular timetable slots for woodland-based sessions - Reduced behavioural incidents linked to stress	Adaptation and resilience
Support staff wellbeing through climate-positive workplace practises	1. Encourage active travel and provide facilities (secure bike storage). 2. Promote flexible and low-energy office practises to reduce stress from inefficient systems. 3. Provide staff sessions on coping with climate anxiety and resilience.	Headteacher / Wellbeing Lead / Site Manager	- Bike storage - Time for sessions - External mental-health or resilience provider	- Uptake of active travel by staff increases - Staff report improved wellbeing in termly surveys - Fewer energy-related complaints about working environment	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Empower pupils to lead sustainability projects	1. Strengthen Eco-Committee remit with project budgets and responsibilities. 2. Train pupil leaders in project planning and monitoring. 3. Showcase pupil projects at termly assemblies and on website.	Eco-Committee Teacher Lead / Headteacher	- Small project budget - Training materials - Display space and website time	- Eco-Committee implements at least one major project/year - Pupil-led projects documented and celebrated - Increased pupil leadership participation	Climate education and green careers
Run peer education and ambassador schemes	1. Establish Green Ambassadors in each class to promote initiatives (recycling, active travel). 2. Ambassadors mentor younger pupils on environmental behaviours. 3. Create ambassador badges and recognition.	Year-group Leads / Eco-Committee Lead	- Badges/certificates - Training session - Materials for mentoring activities	- Ambassadors active in all classes - Measurable behaviour changes in monitored areas - Recognition given each term	Climate education and green careers

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Make procurement decisions that reduce carbon	1. Update procurement policy to include sustainability criteria (energy performance, local suppliers, recycled materials). 2. Prioritise local suppliers for catering, grounds maintenance and classroom resources. 3.	SBM (School Business Manager) / Governing	- Time to revise policy - Supplier research -	- New procurement policy adopted by governors - Percentage of spend with local/sustainable suppliers	Decarbonisation

and support local economy	Include lifecycle and reuse considerations in purchasing (furniture, IT).	Body / Procurement Lead	Templates for tendering	increases - Fewer single-use purchases recorded	ati on
Encourage reuse and circular approaches	1. Set up a school swap-shop for uniform and classroom resources. 2. Choose refurbished IT where suitable and ensure devices have extended warranties. 3. Implement clear procedures for responsible disposal and recycling of equipment.	SBM / Office Manager / Eco-Committee	- Collection area for swap-shop - Communication to parents - Partnerships with refurbishers	- Swap-shop used termly with high uptake - Percentage of refurbished IT purchases tracked - Reduced volume of e-waste sent to landfill	De car bo nis ati on

9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school sustainability goals and actions	1. Regular communications (newsletter, website) about targets, progress and how parents can help. 2. Run parent workshops on sustainable lunches, active travel and home energy saving. 3. Invite parents to volunteer for grounds projects and audit days.	Headteacher / Communications Lead / PTA	- Newsletter space - Workshop materials - Volunteer coordination system	- Parent attendance at workshops increases termly - Volunteer numbers for projects rise - Positive parent feedback on communications	Climate education and green careers
Promote sustainable travel and drop-off	1. Share resources on walking routes, public transport options and active travel benefits. 2. Coordinate "walking bus" volunteer groups for nearby streets. 3. Run travel-themed events (Walk to School Week).	Travel Coordinator / PTA /	- Maps and route guides - Volunteer sign-up - Promotional materials	- Reduction in car drop-offs measured by travel survey - Increased active travel rates by pupils - Regular walking bus routes operating	Decarbonisation

behaviours with families		Headteacher			
--------------------------	--	-------------	--	--	--

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce transport emissions and encourage active travel	1. Conduct a pupil travel survey to establish baseline. 2. Develop a travel plan prioritising walking, cycling and public transport use (school-level targets). 3. Improve active travel facilities (bike racks, scooter parking, safe storage).	Travel Coordinator / Site Manager / Headteacher	- Survey tool - Funding for bike racks - Time to develop travel plan	- Travel survey completed annually - Active travel modal share increases year-on-year - Facilities installed and used	Decarbonisation
Support safe use of excellent public transport access	1. Provide information packs on public transport and discounted family travel schemes. 2. Organise supervised group trips using public transport to build confidence. 3. Liaise with local transport providers for school-specific offers.	Headteacher / Travel Coordinator	- Liaison time with transport providers - Printed/online information - Supervision ratios for trips	- Increase in families using public transport recorded - At least one organised public-transport trip per term - Positive parent feedback on ease of use	Decarbonisation

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint and extend device life	1. Audit IT equipment to identify underused devices and energy-hungry hardware. 2. Implement power-management settings on school devices (sleep/hibernate policies). 3. Prioritise refurbished devices and extended warranty for new purchases.	IT Lead / SBM / Headteacher	- Audit tool or consultant - IT support time - Budget for refurbishment contracts	- Power-management settings applied to >90% of devices - Number of refurbished devices purchased tracked - Reduced electricity usage from IT	Decarbonisation
Use digital tools to reduce paper and unnecessary travel	1. Move routine communications to digital platforms (newsletters, meetings). 2. Use online collaborative resources to reduce printing. 3. Train staff on efficient digital practises to avoid redundant storage and large data transfers.	Office Manager / IT Lead / Communications Lead	- Digital platforms (existing) - Staff training time - Guidelines for digital practice	- Reduced paper consumption measured termly - Fewer printed newsletters - Lower server/storage costs or data usage	Decarbonisation

12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build local partnerships to support climate and nature work	1. Formalise links with local environmental NGOs, community garden groups and the local authority. 2. Establish an annual partnership calendar for workshops, visits and joint projects. 3. Seek pro-bono advice/support for energy audit and grant applications.	Headteacher / School Business Manager / Eco-	- Contact list - Time for meetings - MOU templates (if needed)	- At least three active partnerships within 12 months - One joint project delivered per year - Successful grant application(s) supported by partners	Biodiversity

		Committee Lead			
Connect with other schools for shared learning and procurement	1. Join or create a network of nearby primary schools to share best practice and bulk-buy sustainable supplies. 2. Host cluster meetings to showcase Georgian Gardens' projects. 3. Coordinate inter-school pupil events focused on climate themes.	Headteacher / Governor with network remit	- Network coordination time - Meeting space - Communications budget	- Regular cluster meetings held termly - Joint procurement or shared resources trialled - Inter-school events attended by pupils	Climate education and green careers

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed sustainability into school governance and planning	1. Adopt a formal School Sustainability Policy aligned to this Climate Action Plan. 2. Add sustainability targets to the School Development Plan and governor monitoring remit. 3. Establish an annual sustainability report to governors and the community.	Governing Body / Headteacher / SBM	- Time for policy drafting - Template policy examples - Meeting time for governors	- Policy approved by governors within 6 months - Sustainability targets included in SDP - Annual sustainability report published	Decarbonisation
Ensure procurement, energy and curriculum decisions are governed	1. Require sustainability impact statement for major capital or procurement decisions. 2. Include a governor sustainability lead to review progress each term. 3. Create risk register entries for climate-related financial and operational risks.	Governing Body / SBM / Headteacher	- Templates for impact statements - Governor time - Risk register framework	- Sustainability statements completed for major decisions - Governor lead reporting each term - Climate risks captured in risk register	Adaptation and resilience



14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase site resilience to climate impacts and ensure pupil safety	1. Review and update Emergency and Business Continuity Plans to reflect climate risks (heatwaves, storms). 2. Ensure shade provision and hydration plans for hot weather (tree planting, shelters). 3. Inspect drainage and grounds to prevent localised flooding despite low local flood risk.	Headteacher / Site Manager / Health & Safety Lead	- Time to review plans - Budget for shade structures/trees - Grounds maintenance resources	- Updated plans referenced annually - Shade and hydration protocols practised during hot spells - No critical disruption from weather events	Adaptation and resilience
Foster community resilience and learning around adaptation	1. Run pupil and parent workshops on household resilience measures (insulation basics, water conservation). 2. Use school grounds as demonstration sites for resilient planting and water-wise design. 3. Liaise with local emergency services for preparedness drills.	Headteacher / Eco-Committee / PTA	- Workshop materials - Demonstration planting budget - Liaison time with services	- Workshops delivered annually with parent attendance - Demonstration areas maintained and used educationally - Successful emergency drill(s) recorded	Adaptation and resilience

Notes on prioritisation and next steps

- Immediate (0–12 months): energy audit, establish Eco-Committee, CPD for staff, travel survey, procurement policy update, low-cost building measures, food-waste and composting start.
- Medium term (12–36 months): implement capital improvements identified in audit, expand biodiversity habitats, integrate curriculum fully, strengthen partnerships and seek grants.
- Monitoring: use termly reporting to governors and annual sustainability report to track progress against energy use, travel modal share, waste and pupil engagement metrics.

This plan is tailored to Georgian Gardens Primary — a 410-pupil urban primary with good public transport access, existing solar panels and LED lighting, adequate green space and a building in good condition. Targets balance achievable low-cost actions with a roadmap for larger capital improvements.