

Longvernal Primary School - Climate Action Plan

1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance staff knowledge and skills in climate action and sustainability	1. Organise annual sustainability training sessions for all staff. 2. Provide access to online courses/webinars on climate education and green school practices. 3. Share updates and best practices via staff meetings and newsletters.	SLT	<ul style="list-style-type: none"> - Budget for training - Online course subscriptions - Time allocated in staff meetings 	<ul style="list-style-type: none"> - 100% staff participation in at least one training per year - Increased confidence in delivering climate education - Staff able to identify new sustainability initiatives 	Climate education and green careers
Build staff capacity to support pupil-led climate initiatives	1. Train staff on facilitating pupil eco-committee activities. 2. Develop a staff guide on supporting climate awareness and behaviour change.	SLT	<ul style="list-style-type: none"> - Staff time for training - Development of guidance materials 	<ul style="list-style-type: none"> - Staff report feeling equipped to support pupil leadership - Increased number of pupil-led projects supported by staff 	Climate education and green careers

2. Staff/Pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Continue to encourage pupils to be climate aware and active	1. Integrate climate awareness campaigns into the school calendar. 2. Celebrate environmental days (e.g. Earth Day, World Environment Day). 3. Promote regular walk, scoot and cycle to school days.	SLT & Class teachers	- Campaign materials - Event planning time - Promotional posters/flyers	- Increased pupil participation in campaigns - Positive pupil feedback on climate activities - More pupils using active travel modes	Climate education and green careers
Increase recycling of classroom waste	1. Introduce recycling bins in all classrooms. 2. Provide pupil and staff training on recycling best practice. 3. Monitor and report recycling rates termly.	Site manager & Eco-committee	- Recycling bins - Educational materials - Monitoring tools	- Recycling bins present in 100% classrooms - Measurable increase in classroom recycling rates - Pupils demonstrate recycling knowledge	Decarbonisation

3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote energy efficiency and set measurable energy targets	<ol style="list-style-type: none"> 1. Conduct energy audits to identify further savings. 2. Set annual energy reduction targets (e.g., 5% reduction year on year). 3. Continue use of timed lighting and push taps. 4. Communicate targets and progress to staff and pupils. 	SLT & Site Manager	<ul style="list-style-type: none"> - Energy audit support - Energy monitoring tools - Communication materials 	<ul style="list-style-type: none"> - Energy audit completed - Targets set and published - Measurable energy reduction achieved annually - Awareness of energy use across school community 	Decarbonisation
Develop a school vegetable garden or greenhouse	<ol style="list-style-type: none"> 1. Identify suitable locations within extensive green space. 2. Engage gardening club and pupils to plan and maintain. 3. Use produce in school lunches or cooking activities. 4. Apply for grants if needed. 	Gardening club & Eco-committee	<ul style="list-style-type: none"> - Gardening tools and materials - Seeds/plants - Funding/grants 	<ul style="list-style-type: none"> - Garden/greenhouse established - Active pupil involvement - Produce harvested and used in school - Positive impact on pupil learning and wellbeing 	Biodiversity

4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote low waste and sustainable lunches	1. Encourage use of reusable containers and cutlery. 2. Provide information to parents and pupils on low waste lunch ideas. 3. Work with the MNSP catering team to reduce packaging and food waste. 4. Introduce waste monitoring at lunch times.	SLT, MNSP Catering Manager & Eco-committee	<ul style="list-style-type: none">- Educational materials- Communication channels- Waste monitoring tools	<ul style="list-style-type: none">- Reduction in single-use packaging- Increased use of reusable lunch items- Decreased food waste at lunch- Positive feedback from pupils and parents	Decarbonisation

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate education and nature connection across curriculum	1. Integrate climate and biodiversity topics in all year groups. 2. Use existing green spaces (forest, orchard, rewilding areas) for	SLT & Forest School leaders	<ul style="list-style-type: none">- Curriculum resources- CPD budget- Access to outdoor spaces	<ul style="list-style-type: none">- Climate topics included in schemes of work- Regular outdoor lessons using green spaces- Teacher confidence in delivering climate	Climate education and green careers, Biodiversity

	outdoor learning. 3. Collaborate with the Forest School Association for curriculum resources. 4. Provide CPD for teachers on climate-related curriculum delivery.			education - Pupil understanding of climate issues improved	
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6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Use green spaces to enhance pupil wellbeing	1. Increase use of forest, orchard, and rewilding areas for mindfulness and wellbeing activities. 2. Develop wellbeing programmes that include nature connection. 3. Train staff to use outdoor spaces for wellbeing support.	SLT & Forest School leaders	- Training materials - Time allocation - Outdoor resources	- Regular wellbeing sessions in green spaces - Positive pupil wellbeing survey results - Staff trained and confident in outdoor wellbeing activities	Biodiversity
Encourage active travel to support physical and mental health	1. Continue promoting walk, scoot and cycle days.	Eco-committee and SLT	- Storage facilities - Reward system - Promotional materials	- Increased active travel rates - Positive feedback from	Decarbonisation

	2. Provide secure bike and scooter storage. 3. Recognise and reward active travel participation.			pupils and parents - Improved pupil physical activity levels	
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7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen pupil leadership in climate action	1. Support and expand the Eco-committee and Green Team. 2. Provide training on project management and communication. 3. Involve pupils in setting and monitoring sustainability targets. 4. Facilitate pupil-led community projects (e.g. PTFA site day).	Eco-committee lead & Deputy Head	- Training resources - Meeting time - Support from staff	- Increased pupil-led initiatives - Pupils actively involved in target setting - Successful community engagement events - Pupils report feeling empowered	Climate education and green careers
Promote pupil voice in school sustainability governance	1. Include pupil representatives in relevant school committees. 2. Regularly gather pupil	Headteacher & Governors	- Meeting structures - Feedback tools	- Pupil representatives attend meetings - Feedback informs decision-making - Enhanced pupil	Governance and Policy

	feedback on climate action progress.			engagement in governance	
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8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Ensure sustainable procurement practises	1. Review current procurement policies for environmental criteria. 2. Prioritise suppliers with sustainable credentials. 3. Source eco-friendly materials for school activities and maintenance. 4. Engage PTFA in sourcing sustainable products for site days.	Business manager & PTFA lead	<ul style="list-style-type: none"> - Procurement policy documents - Supplier information - Budget considerations 	<ul style="list-style-type: none"> - Updated procurement policy with sustainability focus - Increased percentage of sustainable purchases - Positive feedback on product quality and environmental impact 	Decarbonisation
Reduce waste through procurement choices	1. Where possible, avoid single-use plastics in school supplies. 2. Opt for durable, reusable items where possible.	Site manager & Eco-committee	<ul style="list-style-type: none"> - Waste monitoring tools - Procurement guidelines 	<ul style="list-style-type: none"> - Reduction in single-use items purchased - Waste reduction linked to procurement decisions - Cost savings where applicable 	Decarbonisation

	3. Monitor waste linked to procurement.				
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9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in climate action and awareness	1. Communicate school climate goals and progress via newsletters and the school website. 2. Hold workshops or info sessions on sustainable living and low waste lunches. 3. Involve parents in events such as PTFA site day and tree planting.	Eco-committee lead & PTFA chair	- Communication channels - Workshop materials - Event planning resources	- Increased parent attendance at events - Positive parent feedback - Greater parent support for school initiatives	Climate education and green careers
Encourage sustainable travel and lunch practises at home	1. Share tips and challenges related to active travel and low waste lunches. 2. Recognise families adopting sustainable habits.	Eco-committee & Class teachers	- Communication materials - Reward system	- Increased active travel to school by pupils - More families adopting low waste lunch practises - Positive community culture around sustainability	Decarbonisation

Use Arbor's Parent Platform to send all letters	1.Ensure all parents are engaging with Arbor Parent Platform. 2.Set up an information session, so parents know how to access letters and sign documents on the platform	Deputy Headteacher and Office Manager	-Arbor Parent Platform	-Less paper usage -More parental engagement on the Arbor Parent Portal -Positive community culture around sustainability	Decarbonisation
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10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote and increase sustainable travel to and from school	1. Continue regular walk, scoot and cycle to school days. 2. Maintain and improve bike and scooter storage facilities. 3. Work with local transport providers to improve accessibility.	Eco-committee & Site manager	- Storage facilities - Promotional materials - Liaison time with transport providers	- Increased percentage of pupils using active travel modes - Safe and adequate storage available - Improved transport accessibility reported	Decarbonisation

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
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Reduce digital carbon footprint	1. Encourage staff to use energy-saving settings on devices. 2. Promote cloud storage and minimise printing. 3. Review and optimise use of digital platforms for efficiency.	IT coordinator & Headteacher	<ul style="list-style-type: none"> - IT guidelines - Staff training time - Monitoring tools 	<ul style="list-style-type: none"> - Reduced energy consumption of IT equipment - Decreased paper use - Staff awareness of digital sustainability 	Decarbonisation
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12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen community and external partnerships for climate action	1. Collaborate with Forest School Association and Woodland Trust for resources and awards. 2. Engage local environmental groups for joint projects. 3. Work with PTFA to organise community site days. 4. Explore links with local public transport and sustainability initiatives.	Eco-committee lead & PTFA chair	<ul style="list-style-type: none"> - Contact lists - Partnership agreements - Event coordination resources 	<ul style="list-style-type: none"> - Formal partnerships established - Joint projects completed - Increased community involvement - Progress towards Green Flag or Green Tree Award 	Biodiversity, Climate education and green careers

Work towards Eco-Schools Green Flag or Green Tree Award	<ol style="list-style-type: none"> 1. Conduct gap analysis against award criteria. 2. Develop an action plan to meet criteria. 3. Involve pupils and staff in the preparation and application process. 	Eco-committee lead & Headteacher	<ul style="list-style-type: none"> - Award guidelines - Time for preparation - Support from staff and pupils 	<ul style="list-style-type: none"> - Successful submission for awards - Recognition achieved - Increased school profile on sustainability 	Climate education and green careers
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13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate action in school governance and policies	<ol style="list-style-type: none"> 1. Review and update school policies to include sustainability commitments. 2. Include climate action updates in governing body meetings. 3. Ensure pupil and staff representation in climate governance. 	Headteacher & Governors	<ul style="list-style-type: none"> - Policy documents - Meeting agendas - Governance training 	<ul style="list-style-type: none"> - Updated policies published - Regular reporting on climate action - Governance decisions reflect sustainability priorities 	Governance and Policy
Set measurable targets and monitor progress	<ol style="list-style-type: none"> 1. Define clear, measurable targets (e.g., 	Headteacher & Eco-committee	<ul style="list-style-type: none"> - Data collection tools - Reporting templates 	<ul style="list-style-type: none"> - Targets published and communicated 	Decarbonisation

	energy reduction, recycling rates). 2. Establish monitoring and reporting mechanisms. 3. Review targets annually and adjust as needed.		- Time for review meetings	- Regular progress reports - Continuous improvement demonstrated	
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14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance school resilience to climate impacts	1. Review and update the forest conservation action plan to include climate resilience. 2. Maintain and expand biodiverse and rewilding areas to support ecosystem health. 3. Prepare for low flood risk with emergency protocols. 4. Promote water	Site manager & Forest School lead	- Conservation plan documents - Maintenance resources - Emergency planning templates	- Updated conservation plan reflecting climate risks - Healthy, biodiverse grounds - Staff trained in emergency procedures - Reduced water usage	Adaptation and resilience

	conservation through existing push taps and water butts.				
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