



Hungerford Primary School - Climate Action Plan

Staff Expertise					
Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Build staff capacity on decarbonisation and energy management	- Provide termly CPD on energy saving, low-carbon school operations and behaviour change (include practical checks for older buildings). - Arrange a one-day training with local energy/retrofit advisor on working with older stock and managing existing boilers/solar. - Create a short staff guide (one page) with daily energy-saving actions for classrooms.	Headteacher & Operations Manager	- Budget for trainers (small) - Time allocation for CPD - Template for guide - Local council/energy advisor contacts	- At least 80% of teaching/support staff attend CPD within 12 months. - Staff guide distributed to all classrooms and signed off. - Measurable drop in energy use during term after training (baseline established).	Decarbonisation
Develop staff skills in climate education and wellbeing integration	- Provide curriculum-focused CPD linking climate literacy to wellbeing and local green spaces. - Share lesson plans and resources via staff meetings and school drive.	Curriculum Lead & Wellbeing Lead	- Climate education resources - Time for collaborative planning - External speaker (optional)	- Minimum of 3 year groups report climate-linked lessons planned in the term following CPD. - Positive staff feedback on relevance and confidence.	Climate education and green careers
Staff / Children					
Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Embed daily low-carbon behaviours	- Launch an energy champions rota for classes (switch-off monitors). - Display simple energy use posters	Eco-council Lead (Teacher) & Site Supervisor	- Printed posters - Small incentive budget - Time for rota coordination	- 90% of classrooms complete switch-off checks daily. - Termly metre readings show a	Decarbonisation



among pupils and staff	near light switches and boilers. - Run termly energy reduction challenges with rewards from eco-council.			reduction (target 5-10%) compared to baseline.	
Increase pupil knowledge and action on sustainability	- Integrate composting, gardening and solar learning into weekly pupil activities. - Introduce a "Green Citizen" badge for measurable actions (walking to school, composting, litter picking).	Eco-council & Gardening Club Lead	- Materials for badges - Composting supplies - Curriculum-linked activity plans	- At least 25% of children earn Green Citizen badges annually. - Gardening club compost used on site; child-led sessions run weekly.	Climate education and green careers

Buildings / Grounds

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Maximise performance of existing energy systems and reconnect solar PV	- Complete quotes and commission reconnection of solar panels; ensure export/import metering. - Audit building fabric (windows, doors, insulation) prioritising worst areas in older building for quick fixes. - Improve controls for new boilers and schedule optimisation.	Operations Manager & Finance Governor	- Quotes for solar reconnection - Budget for small fabric improvements - Energy consultant for audit - Staff time	- Solar reconnected and producing measurable electricity within 6 months. - Energy bills reduce by agreed % (target 10% year 1 from combined measures). - Action list from audit produced and prioritised.	Decarbonisation
Use grounds for biodiversity and adaptation	- Develop the extensive green space into diverse habitats (wildflower areas, orchard, rain gardens). - Increase tree/shrub planting to provide shade and biodiversity. - Create a school pond or permeable features to improve water management.	Site Manager & Gardening Club Lead	- Native plants, trees, compost - Volunteer time (parents/pupils) - Small planting budget/grants	- At least 3 new habitat areas established within 18 months. - Biodiversity monitoring shows increased species variety (simple pupil surveys). - Reduced surface runoff in planted areas.	Biodiversity / Adaptation and resilience



School Lunches					
Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Reduce food-related emissions and waste	- Work with catering company to increase plant-based options and seasonal menus. - Implement portion control to reduce plate waste. - Extend food waste separation and expand composting for kitchen and playground food waste.	Catering Manager (external) & Headteacher	- Menu planning time - Communication with parents/pupils - Food waste bins and composting capacity	- Increase in vegetarian/plant-forward meals to at least 30% of weekly menu. - 50% reduction in plate waste in targeted classes within a term. - All food waste from kitchen composted or collected for anaerobic digestion.	Decarbonisation
Use lunches as climate-education opportunity	- Run termly themed lunch events (e.g., local seasonal food week). - Display carbon footprint information for common meal choices in child-friendly language.	Eco-council & Catering Manager	- Display materials - Event budget - Curriculum links	- At least one themed event per term with pupil engagement. - Pupils can describe one benefit of eating seasonal/plant-based meals in surveys.	Climate education and green careers
Curriculum					
Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Integrate climate and nature across the curriculum	- Map current curriculum to identify climate-related learning opportunities across year groups. - Develop topic packs linking Maths/Science/Geography/Art to local climate issues and the school's green space. - Provide planning time for teachers to embed practical outdoor lessons.	Curriculum Lead & Eco-council Lead	- Curriculum mapping template - External resources - Time for planning	- Curriculum map completed within 6 months and implemented next term. - Each year group has at least two climate-linked units per year.	Climate education and green careers



Provide practical skills and careers awareness	- Invite local green professionals (horticulturist, renewable engineer) for talks/workshops. - Run a KS2 "Green Skills" project using the school's solar and gardening activities.	Careers Lead & Eco-council	- Guest speaker budget - Transport (if needed) - Materials for projects	- At least two guest sessions per year. - Pupils produce projects/presentations evidencing understanding of green jobs.	Climate education and green careers
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Wellbeing

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Use green spaces to support pupil and staff wellbeing	- Regular forest-school style sessions using the extensive grounds. - Create quiet, shaded reflection areas and sensory gardens. - Promote outdoor staff breaks and walking meetings.	Wellbeing Lead & Gardening Club Lead	- Outdoor lesson resources - Seating and shade structures - Training for staff in outdoor wellbeing activities	- Weekly outdoor wellbeing sessions established for at least two year groups. - Staff wellbeing survey shows increased use of outdoor spaces and improved mental wellbeing indicators.	Adaptation and resilience
Build resilience through nature connection	- Run mindfulness and nature observation activities embedded in PSHE. - Use gardening and composting as therapeutic activities for targeted pupils.	Wellbeing Lead & SENCO	- Therapeutic gardening tools - PSHE curriculum support - Staff training	- Measured improvement in targeted pupils' wellbeing (teacher/SENCO reports). - Positive pupil feedback on nature-based wellbeing activities.	Adaptation and resilience

Opportunities for Children's Leadership

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Strengthen the eco-council and	- Expand eco-council membership representative of all year groups. - Give the eco-council responsibility	Eco-council Lead Teacher & Headteacher	- Small project budget - Monitoring templates -	- Eco-council meets fortnightly and produces termly action reports. - At least two pupil-led	Climate education and green careers



pupil-led initiatives	for monitoring energy, waste and biodiversity targets. - Provide budget and meeting time for pupil projects.		Training for pupil leaders	projects implemented per year (e.g., bulb planting, switch-off campaign).	
Develop pupil auditors and ambassadors	- Train pupils as energy and travel ambassadors to monitor and promote sustainable behaviours. - Set up a peer-led induction for new pupils on green practises.	Eco-council & Year Group Leads	- Training materials - Ambassador badges - Time for monitoring	- Active ambassador programme with rota and recorded interventions. - New pupil induction includes green practises and feedback from pupils.	Climate education and green careers

Procurement

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Embed sustainability in procurement processes	- Develop a simple sustainable procurement checklist to include energy efficiency, local sourcing, and low-carbon suppliers. - Prioritise local suppliers for catering, grounds maintenance and minor works. - Include life-cycle costs in decisions for new equipment and furniture.	Finance Officer & Headteacher	- Procurement checklist template - Supplier research time - Governor approval process	- All new procurement decisions use the checklist within 12 months. - At least 50% of routine suppliers are local or meet sustainability criteria.	Decarbonisation
Reduce single-use items and improve materials reuse	- Establish a central re-use station for school resources and uniform swap days. - Move to recycled/low-carbon consumables where possible (printing paper, cleaning products).	Site Supervisor & Office Manager	- Storage for re-use station - Communication to parents - Supplier lists for low-carbon products	- Annual uniform swap with high uptake. - Reduction in single-use purchases by volume (tracked by finance).	Decarbonisation / Biodiversity

Parents & Carers



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Engage parents in climate actions and travel choices	- Run termly parent workshops (evening or online) on home energy saving, active travel and school sustainability plans. - Share a regular sustainability newsletter with tips and progress updates.	Headteacher & Parent Liaison	- Communications platform - Workshop materials - Speaker budget	- At least 30% parent attendance at one workshop per year. - Newsletter open/read rate tracked and positive feedback.	Climate education and green careers
Create family participation in school projects	- Organise weekend planting/maintenance volunteer days for grounds projects. - Encourage family pledges for low-carbon behaviours (walking, reduced waste).	Eco-council Lead & PTA	- Volunteer sign-up system - Tools and PPE for planting days - Promotion	- At least two well-attended volunteer days per year. - Number of family pledges recorded and reported annually.	Decarbonisation / Adaptation and resilience

Transportation and Travel

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Reduce single-occupancy car journeys and encourage active travel	- Run a travel survey to establish current travel patterns. - Promote walking buses, cycling storage and reward schemes for active travel. - Work with local transport planners to improve safe routes to school.	Headteacher & Travel/Health Lead	- Survey tools - Budget for bike racks - Liaison with local council/transport team	- Travel survey completed and baseline established. - Increase in pupils walking/cycling by 15% within 12 months. - Safe route improvements agreed with local council.	Decarbonisation
Manage deliveries and site logistics to reduce emissions	- Coordinate deliveries to minimise trips and encourage low-emission suppliers. - Create a delivery consolidation point and guidelines for contractors.	Site Supervisor & Finance Officer	- Delivery scheduling system - Contractor guidelines document	- Reduced number of separate deliveries per term. - Contractors comply with low-emission guidance for site visits.	Decarbonisation



Digital Sustainability

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Reduce digital energy use and e-waste	- Audit school IT assets and move to energy-efficient settings (sleep modes, power management). - Establish an e-waste recycling/repair policy and a reuse pool for devices. - Implement cloud storage housekeeping and print reduction strategies.	IT Lead (or delegated teacher) & Office Manager	- IT inventory - E-waste recycling partner - Power management software	- All school devices set to energy-saving profiles. - E-waste recycling pathway in place and at least one collection per year. - Reduced printing volumes by target (e.g., 30%).	Decarbonisation
Use digital tools to support learning and sustainability monitoring	- Use energy monitoring dashboards (after solar reconnection) accessible to pupils. - Integrate digital climate projects (data logging, citizen science) into curriculum.	Curriculum Lead & IT Lead	- Monitoring dashboard access - Data-logging sensors (if budget allows) - Software licences (if needed)	- Dashboard used in lessons and pupil reports. - At least one data-driven pupil project per year.	Climate education and green careers

Partnerships and Collaboration

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Build local partnerships for expertise and resources	- Partner with local council energy officers and university or college for audits and student projects. - Collaborate with local environmental charities for habitat projects and curriculum support. - Join local school networks to share best practice (urban primary focus).	Headteacher & Eco-council Lead	- Contact list - Time for meetings - Small collaboration budget	- At least two active partnerships established within 12 months. - Joint project with a local charity completed (e.g., tree planting).	Climate education and green careers / Biodiversity



Access funding and grant opportunities	- Assign a governor or staff member to identify and apply for green grants (solar reconnection, biodiversity, outdoor learning). - Use PTA support to co-fund small community projects.	Finance Governor & PTA Chair	- Grant research time - Application templates - Match funding (if required)	- At least one grant application submitted within 6 months. - Successful award or matched PTA funding for at least one project.	Decarbonisation / Biodiversity
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Governance and Policy

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Embed climate priorities into governance and school policy	- Develop a short-term (1 year) and medium-term (3–5 year) climate action plan endorsed by governors. - Include sustainability considerations in the school's procurement, asset management and curriculum policies. - Appoint a governor link for sustainability.	Headteacher & Chair of Governors	- Time for policy drafting - Template action plan - Governor training materials	- Governors formally adopt the climate action plan within one term. - Sustainability link governor appointed and reporting termly.	Decarbonisation / Climate education and green careers
Ensure transparent monitoring and reporting	- Publish an annual sustainability statement on the school website with progress against targets (energy, waste, biodiversity). - Integrate climate targets into school improvement plan and report to parents.	Headteacher & Office Manager	- Template for annual statement - Monitoring data systems - Website update access	- Annual statement published and updated yearly. - Progress reported to parents and governors each term.	Decarbonisation / Adaptation and resilience

Resilience and Adaptation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
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Increase resilience of the building and site to climate impacts	- Conduct a basic climate risk assessment (flood risk already low; assess overheating, storm damage). - Implement low-cost adaptation measures: improved shading, tree planting for cooling, permeable surfacing in key areas. - Ensure maintenance plan includes checks for roof, drains and tree safety.	Site Supervisor & Buildings Governor	- Risk assessment template - Budget for shading and planting - Contractor/maintenance access	- Climate risk assessment completed and action plan produced. - At least two adaptation measures implemented within 12 months. - Maintenance schedule updated to include climate checks.	Adaptation and resilience
Prepare for continuity and emergency planning	- Revise school emergency and business continuity plans to reflect climate-related risks (extreme heat, storms). - Train staff/pupils on extreme weather procedures and cooling strategies during heatwaves.	Headteacher & Health & Safety Lead	- Updated emergency plan templates - Training time - Communication templates	- Emergency plan updated and approved by governors. - Staff and pupils have completed one drill or training related to extreme weather.	Adaptation and resilience