

WANDLE LEARNING TRUST TEMPLATE: CLIMATE ACTION PLAN

1. SITE DETAILS

Site Name	Chesterton Primary School
Date Last Updated	January 2026
Action Plan Owner	Head of School

2. SUMMARY

This Climate Action Plan (CAP) outlines how Chesterton Primary School will work to embed sustainability into every part of our educational setting. The school recognises the impact of climate change on education settings and our CAP is produced in line with the Department for Education's (DfE) [guidance](#):

The action plan is split into the four categories:

1. **Adaptation and Resilience** - Resilient to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.
2. **Biodiversity** - A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.
3. **Climate Education/Culture**
4. **Decarbonisation**

3. KEY INDIVIDUALS AT SITE

Name	Role	Energy Management Responsibility
Michael Murray	Premises Manager	Responsible for monitoring the physical environment and building systems; and ensuring actions are taken to reduce energy consumption.
Alex Green	Head of School	Responsible for ensuring the action plan is supported and prioritised across the DfE's four main pillars. Ensuring the plan reaches across all areas of the school.
Deputy Head	School Sustainability Lead	Provide the drive and commitment to deliver the school's CAP

4. WHAT GOOD PRACTICE LOOKS LIKE AT CHESTERTON PRIMARY SCHOOL

- ✓ Energy management is discussed by staff at team meetings and embedded throughout the curriculum with science and geography providing strong foundations and other subjects such as literacy, maths and art reinforcing environmental themes.
- ✓ Energy performance is analysed, reported and communicated - A pupil-led **Green Team**, comprising representatives from each year group, meets termly to plan and deliver projects, lead assemblies, and run awareness campaigns, ensuring strong pupil voice and leadership. Pupils receive training and opportunities to engage with local environmental organisations, enhancing their leadership skills and community impact.
- ✓ Each year, children attend the ECO conference to explore new sustainability initiatives and bring back ideas to strengthen our commitment to environmental education.
- ✓ Staff have engaged in professional development focused on climate education, enabling them to integrate sustainability themes effectively across the curriculum.
- ✓ Staff and pupils are engaged with and are responsible for local energy consumption – by actively participating in school-wide recycling initiatives and energy-saving campaigns, supported by a dedicated Sustainability Lead who coordinates these efforts and liaises with staff, the Trust's Estates Team, and external partners.
- ✓ Lights and equipment are switched off when areas are not in use, not just at the end of the day.
- ✓ Comfort conditions are maintained in an energy efficient manner

5. SIGNIFICANT ENERGY USERS AT CHESTERTON PRIMARY SCHOOL

Significant energy users are the pieces of equipment and behaviours that use the most energy. These should be identified by reviewing the equipment you have on site, using the Energy Handbook provided and consulting key site personnel. Ratings should be based on **High** (those that are the highest energy consuming), **Medium** and **Low**.

Rating	Significant User	Location	Variables that May Affect Significant User?	Control Measures
H	Heating and cooling	Site Wide	• Outside temperatures – heat gain to classrooms • System temperature settings • Building fabric and set up	• Temperature and time adjustment on BMS and AC • Improved BMS system (old units in place); old inefficient boilers • Doors and windows kept closed in winter
H	Lighting	Site Wide	• Forgetting to switch off when leaving a room • Lack of investment in LED lighting • Lack of motion controls/timed external lights	• Posters and reminders to switch off • New, more efficient controls to lights and change to LEDs
H	Small power system	Site Wide	• Forgetting to switch off PC's and smart technology • Use of additional heaters and other equipment • Reliance on air con and fans for cooling in summer	• Posters and reminders to switch off • New, more efficient technology • Encourage natural cross ventilation

6. PROJECTS & ACTIONS – GETTING STARTED

Tables should be filled out with the **projects that you have identified to reduce energy use** on site.

*In the **Status** column - use Red, Amber or Green (R, A or G) where Red indicates a project has not yet started; Amber indicates a project is progressing; and Green indicates completion. Please add more rows as required.*

Category	Action	Status	Lead	Impact	Partners or support	By When
Adaptation and Resilience	Conduct a climate resilience audit (*Compulsory across trust*)	R	Michael/ Elisa	Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <u>The Climate Ready School Grounds survey</u> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Head of Estates	Spring 2026
Adaptation and Resilience	Subscribe to flood alerts and write a flood policy	A	Michael/Elisa	Get <u>flood warnings</u> by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office. Use the <u>DfE guidance</u> to help create a flood policy document that enables you to assess, prepare for and manage any future potential flooding.	Head of Estates	Spring 2026
Adaptation and Resilience	Subscribe to receive Heat Health Alerts and write a heatwave policy	A	Michael/Elisa	Subscribe to the UK Health Security Agency's (UKHSA) <u>Heat-health Alert Service</u> . Familiarise your staff with updated <u>DfE guidance</u> on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the <u>joint union heatwave protocol</u> including short-term, medium term and long-term measures.	Head of Estates	Spring 2026

Category	Action	Status	Lead	Impact	Partners or support	By when
Biodiversity	Take part in <u>The Nature Park</u> (*Compulsory across trust*)	R	Curriculum Lead	<u>The Nature Park</u> aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Head of School	Summer 2026
Biodiversity	Establish a gardening & cooking club	A	Curriculum Lead/ Phase Leader	Set up a gardening and cooking club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	Head of School	Spring 2026
Biodiversity	Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'	G	Curriculum Lead	Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	Head of School	Spring 2026
Biodiversity	Create accessible outdoor spaces that enable students to connect with nature	G	Curriculum Lead	Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.	Head of School	Spring 2026

Category	Action	Status	Lead	Impact	Partners or support	By When
Culture/Climate Education/Green Skills	Appoint a sustainability lead (*compulsory across trust*)	G	Deputy Head	Appoint a sustainability lead in line with the expectations in the <u>DfE's Sustainability and Climate Change Strategy</u> .	Curriculum Lead	Spring 2026
Culture/Climate Education/ Green Skills	Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives	G	PSHCE/Eco Lead	Establish an Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	Curriculum Lead	Spring 2026
Culture/Climate Education/Green Skills	Provide CPD opportunities for staff on sustainability	R	Curriculum Lead	Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <u>Carbon Literacy Training</u> , <u>Climate Fresk</u> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely. There are also free online CPD sessions from UCL to help embed sustainability in different subjects at Primary and Secondary: <u>Teaching for sustainable futures UCL Institute of Education</u> (you have to register for a free account to access the modules).	Curriculum Lead	Autumn 2026
Culture/Climate Education/Green Skills	Create an environment where lessons can be taught outside in all subjects	G	Curriculum Lead	Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the <u>Forest School Association</u> , <u>Learning Through Landscapes</u> or the <u>National Education Nature Park</u> .	Curriculum Lead	Spring 2026

Category	Action	Status	Lead	Impact	Partners or support	By When
Culture/Climate Education/Green Skills	Set up a forest school	G	Forest School Lead	Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access <u>Forest School</u> regularly.	Curriculum Lead	Spring 2026
Culture/Climate Education/Green Skills	Complete a curriculum audit	A	Curriculum Lead	Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <u>Curriculum Mapping Resources – FED</u> <u>Climate Change</u> may be helpful for this.	Head of School	Summer 2026

7. CONCLUSIONS

This Action Plan will be updated termly, and performance will be tracked and monitored.

The teaching staff look to empower learners with the knowledge, skills, values and agency to make informed decisions and take responsible actions to adapt and mitigate the impacts of the climate crisis by acting as agents of change.