Thomas Harding - Climate Action Plan

1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance staff knowledge and skills on sustainability and climate action to support going for Green Flag Eco School status	1. Organise sustainability training sessions for all staff. 2. Provide access to online courses/webinars on climate education and decarbonisation. 3. Establish a staff sustainability working group to share best practice and ideas.	Headteacher & Eco Coordinator	- Budget for training - Online training platforms - Time allocated for staff meetings	- All staff attend at least one training session this academic year. - Staff sustainability group meets termly. - Staff report increased confidence in sustainability topics.	Climate education and green careers
Build capacity for monitoring and improving energy efficiency across school buildings	1. Train Caretaker and Facilities manager + other key staff on energy monitoring tools. 2. Conduct energy audits with staff involvement. 3. Develop simple energy-	Facilities manager & Eco Coordinator	- Energy audit tools or external consultant - Training materials	- Energy audits completed annually. - Reduction in energy consumption year-on-year.	Decarbonisation

	saving protocols for daily use.			- Staff follow energy-saving protocols consistently.	

2. Staff/Pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase engagement of pupils and staff in sustainability initiatives	1. Expand Eco Club membership and activities. 2. Include sustainability challenges and projects in staff meetings. 3. Recognise and reward sustainability champions among pupils and staff.	Eco Coordinator & Class Teachers	- Materials for challenges - Rewards (certificates, badges) - Time for Eco Club activities	- Eco Club membership grows by 25%. - At least one sustainability challenge per term. - Increased number of pupils/staff recognised for sustainability efforts.	Climate education and green careers
Promote energy-conscious behaviour among pupils and staff	1. Run awareness campaigns on energy saving and waste reduction. 2. Use posters and digital displays to remind about lights, devices, and water use. 3. Involve pupils in	Eco Club Leaders & Class Teachers	- Campaign materials (posters, leaflets) - Monitoring tools (checklists)	- Reduction in energy waste incidents. - Pupils actively participate in monitoring. - Positive behaviour changes observed.	Decarbonisation

	monitoring energy use in classrooms.				

3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Maximise energy efficiency and renewable energy use	1. Conduct a professional energy audit of old and new buildings. 2. Upgrade insulation and draught-proofing where needed or possible 3. Explore solar panel capacity if feasible. 4. Maintain and optimise battery storage system. 5. Install electric charging points for cars outside	Facilities manager & Headteacher	- Funding for audit and upgrades - Technical expertise - Maintenance budget	- Completion of energy audit. - Measurable reduction in energy use. - Increased renewable energy generation.	Decarbonisation
Enhance biodiversity and green space use	1. Develop wildlife-friendly areas within extensive green space. 2. Plant native trees and wildflowers- led by gardening club. 3. Create outdoor learning	Eco Club, Gardening club & Deputy Headteacher	- Native plants/seeds - Gardening tools - Curriculum resources	- Increased biodiversity indicators. - Outdoor learning sessions held regularly.	Biodiversity

	zones linked to curriculum. 4. Maintain litter-free grounds with pupil involvement.			- Grounds remain litter-free.	

4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote sustainable and healthy school meals	1. Work with catering provider to increase plant-based meal options. 2. Source local and seasonal produce where possible. 3. Reduce food waste through portion control and composting. 4. Educate pupils on the environmental impact of food choices.	Operations Manager & Catering Lead	- Catering collaboration - Educational materials - Composting bins	- Increase in plant-based meals served. - Reduction in food waste. - Pupils demonstrate awareness of sustainable food.	Decarbonisation

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area

Embed sustainability across all subjects	1. Review and map sustainability themes in the curriculum. 2. Develop cross-curricular projects on climate change and biodiversity. 3. Use the extensive grounds for practical environmental learning. 4. Include climate careers awareness in upper KS2.	Curriculum Lead & Eco Coordinator Deputy Headteacher	- Curriculum planning time - Teaching resources - Outdoor learning equipment	- Sustainability themes evident in all year groups. - Positive pupil feedback on projects. - Increased pupil knowledge of green careers.	Climate education and green careers
Regularly update staff on sustainability curriculum developments	1. Provide termly curriculum briefings. 2. Share new resources and ideas. 3. Encourage staff collaboration on lesson planning.	Curriculum Lead Deputy Headteacher	- Time for briefings - Access to updated resources	- Staff report confidence in delivering sustainability content. - New lessons developed each term.	Climate education and green careers
Launch Green Power racing project	1. Launch club early to kick start the project 2.Build of car is completed and children are able to compete as a race team 3. Get the local community involved in the project and buying into the process	Science lead	Funding- green power start up kit Time- teachers leading	- Children engage well with the project, and it develops their understanding of sustainability as well as a love for STEM -Local community engagement in the project is high - Children increase STEM capital by boosting engagement with and	Climate education and green careers

	4. Children to widely promote what they are doing with the project via a variety of avenues.		after school	participating in science, technology, engineering and maths - Enhancing understanding of sustainability and how children can contribute to a more sustainable future - Children build enterprise skills through the design, marketing, racing and budgeting process - Teamwork skills developed through working together in their different roles to achieve a common goal - Engagement with school- fostering a love of learning through a project they are passionate about	

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Support pupil and staff wellbeing through connection to nature	1. Use green spaces for regular outdoor wellbeing activities. 2. Promote mindfulness and environmental stewardship. 3. Incorporate gardening	Wellbeing Lead & Eco Coordinator Deputy Headteacher	- Outdoor activity resources - Gardening supplies - Staff training	- Increased participation in outdoor wellbeing sessions. - Positive wellbeing survey results. - Pupil feedback highlights benefits.	Biodiversity

	and nature-based projects.				
Foster a culture of care for the environment and self	1. Integrate environmental responsibility in wellbeing lessons. 2. Encourage reflection on personal impact on nature. 3. Support staff wellbeing with green space access.	Wellbeing Lead	- Curriculum resources - Access to outdoor spaces	- Pupils articulate links between environment and wellbeing. - Staff report improved wellbeing.	Climate education and green careers

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Empower pupils to lead sustainability initiatives through the eco club	1. Expand Eco Club leadership roles. 2. Establish pupil-led sustainability committees. 3. Provide training and mentoring for pupil leaders. 4. Involve pupils in monitoring and reporting environmental impact.	Eco Coordinator Deputy Headteacher	- Training materials - Meeting spaces - Time allocation	- Active pupil sustainability committees. - Regular pupil-led initiatives. - Pupil reports on progress to governors.	Climate education and green careers

Increase pupil voice in school environmental policy	1. Include pupil representatives in relevant school meetings. 2. Facilitate regular feedback sessions. 3. Support pupils to present ideas to governors and parents.	Headteacher & Eco Coordinator	- Meeting schedules - Communication tools	- Pupil input reflected in policies. - Positive feedback from pupils on involvement.	Governance and Policy

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Implement sustainable procurement practises	1. Develop a sustainable procurement policy prioritising local, ethical, and low-carbon suppliers. 2. Review current contracts and suppliers for sustainability credentials. 3. Encourage reuse and recycling in purchasing (e.g., stationery, equipment).	Operations manager	- Procurement policy templates - Supplier information - Staff training	- Sustainable procurement policy adopted. - Increased percentage of sustainable suppliers. - Reduced waste from purchased goods.	Decarbonisation
Promote circular economy principles in school purchases	1. Prioritise second-hand and recycled materials. 2. Maintain and promote uniform	Operations manager & Eco Coordinator	- Communication materials - Partnerships	- Increased reuse of materials. - Positive parent	Decarbonisation

	recycling scheme. 3. Educate staff and parents on sustainable purchasing.		with local reuse organisations	engagement. - Reduction in new resource purchases.	

9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in the school's climate action and sustainability goals	1. Hold a garden 'refresh' session for parents where they can come and volunteer work in the garden. 2. Share progress and ideas via newsletters and social media. 3. Involve parents in events like litter picks, gardening clubs and tree planting.	Headteacher & Eco Coordinator	- Communication platforms - Event organisation support	- High parental attendance at events. - Positive feedback from parents. - Increased parent-led initiatives.	Climate education and green careers
Encourage sustainable behaviours at home	1. Provide resources and tips for reducing energy and waste. 2. Promote uniform recycling and second-hand options. 3. Share information on sustainable transport options despite poor public transport.	Eco Coordinator	- Printed and digital materials - Local transport information	- Increased parent participation in recycling. - Awareness of sustainable travel options. - Reduction in	Decarbonisation

				single-use items brought to school.	

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce carbon emissions from school travel	1. Promote and incentivise walking, cycling, and carpooling. 2. Develop safe routes and cycle storage facilities. 3. Explore options for community transport or school bus schemes. 4. Educate pupils and parents on travel impact. 5. Take part in walk to school weeks.	School Business Manager & Eco Coordinator	- Cycle racks - Promotional materials - Liaison with local transport providers	- Increased number of pupils walking/cycling. - Reduced single-occupancy car journeys. - Improved travel awareness among families.	Decarbonisation
Monitor and report on travel patterns	1. Conduct annual travel surveys. 2. Use data to inform travel plan updates. 3. Share results with school community.	Eco Coordinator	- Survey tools - Data analysis support	- Completed travel surveys. - Evidence-based travel plan. - Community engagement with travel data.	Decarbonisation

	4. Take part in walk to school weeks.				

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve digital sustainability and reduce energy use	1. Audit digital devices for energy efficiency. 2. Promote power-saving settings and shutdowns. 3. Reduce paper use by increasing digital workflows. 4. Maintain and optimise use of existing printers/photocopiers to minimise waste.	IT Lead & Eco Coordinator	- Audit tools - Staff and pupil training materials	- Reduction in energy use from digital devices. - Increased use of power-saving features. - Decreased paper waste. - Efficient use of printers/photocopiers.	Decarbonisation
Raise awareness of digital carbon footprint	1. Educate pupils and staff on digital sustainability. 2. Include digital carbon footprint in curriculum and Eco Club activities.	Eco Coordinator & IT Lead	- Educational resources - Curriculum materials	- Pupils demonstrate understanding of digital impact. - Digital sustainability integrated in lessons.	Climate education and green careers

12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build strong partnerships to enhance sustainability efforts	1. Collaborate with local environmental groups and councils. 2. Partner with other rural schools for shared projects. 3. Engage with local businesses for sponsorship and expertise. 4. Participate in regional green school networks.	Headteacher, Deputy & Eco Coordinator	- Networking time - Communication channels	- Established partnerships. - Joint projects delivered. - Access to external expertise and resources.	Climate education and green careers
Leverage partnerships for funding and resources	1. Apply for grants related to sustainability. 2. Seek donations or sponsorship for green projects. 3. Share success stories to attract support.	Operations manager	- Grant application support - Marketing materials	- Successful grant applications. - Increased external funding. - Enhanced project delivery.	Decarbonisation

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area

Embed sustainability in school governance and policies	1. Develop and adopt a comprehensive environmental policy aligned with Green Flag criteria. 2. Include sustainability as a standing agenda item at governing body meetings. 3. Ensure clear roles and responsibilities for climate action.	Chair of Governors & Headteacher	- Policy templates - Governance training	- Environmental policy approved and implemented. - Regular reporting to governors. - Clear accountability structures.	Governance and Policy
Monitor and evaluate progress towards Green Flag status	1. Establish measurable targets and KPIs. 2. Conduct annual reviews and report findings. 3. Adjust action plan based on evaluation outcomes.	Eco Coordinator & Headteacher	- Monitoring tools - Reporting framework	- Progress documented. - Targets met or exceeded. - Successful Green Flag application.	Governance and Policy

14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase school resilience to climate impacts	1. Assess risks related to climate change, including flooding and heatwaves. 2. Develop adaptation strategies for buildings and grounds.	Operations manager & Headteacher	- Risk assessment expertise - Adaptation	- Completed climate risk assessment. - Adaptation measures in place. - Water use	Adaptation and resilience

	3. Implement water conservation measures. 4. Plan for emergency response related to climate events.		planning resources	reduction. - Emergency plans updated.	
Promote pupil and staff understanding of climate resilience	1. Include resilience topics in curriculum and staff training. 2. Run drills and awareness campaigns. 3. Encourage community resilience through partnerships.	Curriculum Lead & Eco Coordinator	- Educational resources - Training time	- Increased knowledge on resilience. - Successful drills conducted. - Community engagement in resilience planning.	Adaptation and resilience

This climate action plan is designed to build on Thomas Harding's current good practises, address areas for development to achieve Green Flag Eco School status, and leverage the school's rural location and extensive green space. The plan aligns with the UK Department for Education's priorities and is tailored to the school's capacity and context.