



Hatherleigh Community Primary School

Climate Action Plan 2025 - 27

Where a World of Opportunity Awaits

Created Autumn 2025 - review Summer 2027

Our vision

Our school and curriculum empower pupils, staff and the wider community to be advocates and agents of change for a more sustainable world.

Areas of Climate Action

- **Adaptation and resilience: taking actions to reduce the risk of flooding and overheating.**
- **Biodiversity: getting to know our outdoor space and improving the school grounds for people and nature.**
- **Climate education and green careers: ensuring the education we provide gives knowledge-rich and comprehensive teaching about climate change, and that our teaching staff feel supported to offer this.**
- **Decarbonisation: calculating and taking actions to reduce our carbon emissions, such as becoming more energy efficient.**

Adaptation and Resilience

Our Vision - How can we adapt our buildings and systems to prepare for the effects of climate change?

- We will understand how the changing climate is affecting our school.
- We will prepare for the effects of climate change in our classrooms and in school buildings.
- We will risk assess extreme climate events at our school (ie: flash flooding and overheating), to ensure emergency preparedness.

Prompt Questions:

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

Action	Link to SDP and School Policies	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress & Review
<p>Complete an adverse weather climate and risk assessment to include actions for flooding, high winds and longer more extreme periods of hot weather.</p> <p>Plan to consider actions for</p> <ul style="list-style-type: none"> ● higher risks due to 	<p>The school fulfils its statutory H & S and wellbeing duties for all in the school community and puts reasonable measures in place to ensure minimal</p>	<p>SLT Governors Site and grounds maintenance team</p>	<p>Autumn & Spring term 25-26</p>	<p>https://assets.publishing.service.gov.uk/media/67ae1dfe6e6c8d18118acda9/Assess_and_manage_flood_risk_in_schools_-_checklist.pdf</p>	<p>Time</p> <p>Capital and maintenance budgets</p> <p>Grant funding</p>	

<p>inadequate drainage and surface flooding</p> <ul style="list-style-type: none"> ● increased shading for outdoor areas ● Overheating in classrooms and offices 	<p>disruption to the school day and protection of infrastructure.</p>			<p>https://educationhub.blog.gov.uk/2025/06/hot-weather-and-heatwaves-guidance-for-schools-and-other-education-settings/#:~:text=Children%20should%20wear%20loose%2C%20light,be%20used%20to%20protect%20skin.</p>		
<p>Raise awareness around water sustainability including consumption and waste.</p> <p>School/Eco council to audit water use and wastage and create an action plan.</p>	<p>Sustainability School/Eco council</p>	<p>SLT School/Eco council Site and grounds maintenance team</p>	<p>Spring 26</p>	<p>https://letsgozero.org/10-innovative-ways-schools-can-slash-water-usage/</p>	<p>Time</p>	
<p>Include eco-anxiety and emergency preparedness for extreme weather events in Emergency policies.</p>	<p>H&S Safeguarding Emergency management plan</p>	<p>SLT Governors DSL & DDSLs</p>	<p>Summer 26</p>	<p>https://www.nhm.ac.uk/discover/how-to-cope-with-eco-anxiety.html</p>	<p>Time</p>	

Biodiversity

Our Vision- How can we enhance biodiversity, improve air quality and increase access to, and connection with nature?

- We will map and monitor the biodiversity across our school site.
- We will increase biodiversity and habitats on the school site.
- We will make more frequent use of our outdoor areas.

Prompt Questions:

- Has the education setting mapped and recorded biodiversity on their campus?
- Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?
- Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?
- Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?

Action	Link to SDP and School Policies	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress & Review
Register for National Education Nature Park. Undertake biodiversity mapping of habitats in the school site.	Science Mental health & Wellbeing PSHE	Class teachers Science lead School/Eco council	Summer 26	https://www.educationnaturepark.org.uk/	Time	
Ensure Regular and sustained use by all children of woodland/outdoor areas to raise awareness of biodiversity on the school site. Staff, as appropriate, to undertake Forest school training.	Science Mental health & Wellbeing PSHE	Classes School /Eco council Gardening club Site and grounds maintenance team	Autumn 25- Summer 27	https://www.educationnaturepark.org.uk/	Time Grant funding CPD costs	

Explore participation in the Devon Wildlife trust champions programme.	Science Wellbeing SMSC	School/Eco council Class teachers	Autumn 25-Summer 26	https://www.devonwildlifetrust.org/sites/default/files/2022-10/Wildlife%20Champions%20Brochure%20A4%2012pp%20-%20FINAL%20%28Spreads%29.pdf	Time Transport costs	
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Climate Education, Green Skills and Careers

Our Vision - How can we prepare students for a world impacted by climate change through education and practice?

- We will embed climate change into our curriculum, initially focusing on Science, Geography, D&T and PSHE.
- We will offer CPD to staff so they feel confident teaching and talking about climate change.

Prompt Questions:

- In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?
- How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
- Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme? - Are pupils made aware of the likely future career opportunities which exist in the green economy? Do staff have good training about these opportunities? - What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?

Action	Link to SDP and School Policies	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress & Review
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<p>Training for sustainability leads. Climate Adapted Pathways in Education (CAPE) CPD course - Climate Wise Schools Expert School leader programme. Staff climate and sustainability CPD.</p>	<p>Science PSHE Outdoor education</p>	<p>SLT Class teachers Governors</p>	<p>Spring 26-Summer 27</p>	<p>https://www.capealliance.org.uk/</p>	<p>Course costs Time</p>	
<p>Apply for Eco Schools Green Flag Award in May 2025.</p> <ul style="list-style-type: none"> ● Environmental Review ● Action Plan ● Curriculum links ● Informing and involving ● Monitoring and evaluation ● Eco code 	<p>Science PSHE</p>	<p>School/Eco council</p>	<p>Summer 26</p>	<p>https://www.eco-schools.org.uk/</p>	<p>Time</p>	
<p>Audit the current sustainability content in the curriculum, looking for links where climate education can be included.</p> <p>Embed climate change and sustainability into our curriculum (across all subjects). Focused initially on science, geography and PSHE curriculum (eco-anxiety).</p>	<p>Science Geography Science PSHE</p>	<p>Curriculum leads SLT Governors</p>	<p>Autumn 25 - Spring 27</p>	<p>https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems</p>	<p>Time</p>	
<p>Baseline survey on climate change - school community voice - children, staff & parents.</p>	<p>Science PSHE</p>	<p>All staff</p>	<p>Spring 26</p>	<p>https://uk.surveymonkey.com/templates/</p>	<p>Time</p>	

Sustainability is a standing item in staff meetings and the weekly school newsletter.	Science Geography Science	All staff	Autumn 25	https://www.greenschoolsrevolution.uk/news	Time	
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Decarbonisation

Our Vision- How can our education setting reduce emissions and support students to be part of the transition to net zero?

- The UK is committed to reaching net zero by 2050. School is aiming to reduce carbon emissions- this is needed to avoid global temperatures rising beyond 1.5°C (global temperatures have risen by 1.1°C currently).
- Assess schools current carbon emissions. We will collect data and calculate our school's carbon footprint, so we have a carbon baseline.
- We will take actions to reduce carbon emissions and become more energy efficient. We will decide what to prioritise - what actions will have the greatest reduction in our carbon footprint?
- Set targets (short term, medium term and long term) to reduce carbon emissions.
- We will monitor our carbon emissions and track the improvements.

Prompt Questions:

- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?
- How could the education setting retrofit their estate and improve energy efficiency?
- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?

Action	Link to SDP and School	Responsibility and Key Stakeholders	Timescale	Information and/or resources	Cost	Progress & Review
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	Policies			required		
<p>Conduct a carbon audit to identify the biggest impact areas in the school.</p> <p>Make contact with a Let's Go Zero Climate Action Advisor to discuss priorities and next steps for the school site, to reduce carbon emissions.</p>	H & S Science	SLT Governors	Summer 26	https://letsgozero.org/ Devon County Council's 2024-25 Regional Carbon and Net Zero Reports	Time	
Engage pupils in monitoring energy usage and identify areas to reduce waste/usage.	Science	School/Eco council	Spring 26		Time	
Install energy saving LED light bulbs.	Site management plan	SLT SBM Site staff Governors	Spring 26	https://www.thetrustnetwork.org.uk/2025/01/17/led-lighting-on-a-budget/	Cost of LEDs and installation	
<p>Review current recycling procedures</p> <p>Ensure all recycling bins are clearly labelled and have clear expectations about what can / cannot be recycled, to support behaviour change.</p>	PSHE Science	Staff Pupils Site staff	Autumn 25	https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/recycle-in-school/	Time	

Review current food waste collection and recycling procedures.	PSHE Science	Staff Pupils Site staff	Autumn 25	https://buyingforschools.blog.gov.uk/2024/11/06/getting-your-school-or-trust-ready-for-new-recycling-regulations/	Staff time	
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<p>Travel plan - undertake a travel survey and consult staff on commuting.</p> <p>Participate in the three annual Active Travel Weeks. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p> <p>Sustrans Big Walk and Wheel Living Streets Walk to School Week Cycle to school week</p> <p>Encourage families to walk / scoot / cycle / car share where possible / walk the last bit of the journey to school Review bike / scooter storage at school.</p> <p>Promote lower carbon transportation options.</p>	PSHE Travel plan	Pupils Staff Parents Governors	Autumn 25-Summer 27	https://www.livingstreets.org.uk/	Time Living streets subscription costs	
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Participate in Living streets wow challenge						
<p>Review the companies we purchase from. Are we re-using everything we can? Create a sustainable procurement policy to ensure that any purchase minimise environmental and social harm and that all electrical items are efficient.</p> <p>Switch to recycled or sustainability sourced paper.</p> <p>Consider using School Resources Exchange when purchasing new resources</p>	PSHE SMSC	SBM Governors	Autumn 25	2/Green Procurement.pdf https://school-resources-exchange.co.uk/	Staff time	
Review sustainability of school lunch provider.	Science PSHE	SBM Kitchen Team School/Eco council	Spring 26	https://www.educatering.uk/	Time	
Investigate energy efficiency of school boilers and explore upgrade options to ensure functioning in an energy efficient/ sustainable way.	Site management plan	SBM Governors	Summer 26	https://letszero.org/	Boiler replacement/ upgrade costs	

