



Climate Action Plan 2025-2026

Vision Statement: To embed a culture of sustainability and environmental stewardship across our school communities, fostering a generation of environmentally conscious citizens. We are also committed to reducing our carbon footprint and working towards net-zero emissions.

Key events and legislation have influenced this plan:

- **Climate Change Act (2008)** – amended in 2019, this act sets a target of 100% reduction in greenhouse gas emissions in the UK (also known as net-zero) by 2050.
- **The Paris Climate Agreement (2015)** – Agreed at COP21, this was the first time a legally binding international treaty on climate change was signed by major nations. It is an opportunity for governments, businesses and other key players to come together to focus global efforts to tackle the climate crisis.
- **COP26, Glasgow (2021)** – the first large summit where education and environment ministers met to increase the role of education in tackling climate change and commit to change.
- **Department of Education Sustainability and Climate Change Strategy for Education (2022)** and the five areas of climate education, green skills and careers, the education estate and digital infrastructure, supply chain and operations, international collaboration.
- **Hannon V, and Pearson A (2024)** 'Thrive: The Purpose of Schools in a Changing World' Cambridge University Press

This plan has been developed using the framework and guidance found in the resource <https://www.sustainabilitysupportforeducation.org.uk/taking-the-first-steps#Education%20and%20skills>. We commit to continuing to use this resource as we implement and refine our plan.

TRAINING AND WORKING IN PARTNERSHIP WITH STAKEHOLDERS				
<u>Action</u>	<u>Person responsible</u>	<u>Costs (time/ resources etc)</u>	<u>Timescale (when by)</u>	<u>What evidence will be used to evaluate the impact, and what will the evidence show?</u>
Create a sustainability working group across both HLS and SLS with staff, governors, and parent groups (including FRIENDS of Harlington Lower School and Sundon PTA).	Sustainability Lead, Headteacher	Time for meetings, communication and planning.	Autumn 2025	Meeting minutes and a membership list will show collaboration and formal establishment.
Appoint a sustainability-focused governor.	Headteacher, Chair of Governors	Time for recruitment and briefing.	Autumn 2025	Governor meeting minutes will show a formal appointment and regular reporting on sustainability efforts.
Sustainability lead to undertake training to increase own knowledge and skills (e.g. through National College)	Sustainability Lead	Time for training.	Autumn 2025	Certificates of completion will show increased knowledge and skills. This will be evidenced by the lead's ability to develop and drive the climate action plan effectively.
Share sustainability aspirations with parents and the village communities via parent sessions, newsletters, school websites, social media and the Harlington Contact magazine.	Headteacher, Sustainability Lead, Office Staff	Time for content creation and dissemination.	At least termly, starting from Autumn 2025	School newsletters, website, social media and Contact magazine will show communication with parents and the wider communities. Parent session notes will show increased parental awareness of sustainability

				aspirations.
Network with colleagues from across the Pyramid Schools Trust.	Headteacher, Sustainability Lead, Pyramid Schools Trust	Time for meetings and travel.	Throughout the year	Meeting logs and a list of shared ideas and resources will show collaborative learning and alignment with the Trust's goals.
Re-establish Eco-Club for children	Eco-Club Lead	Time for meetings.	From Autumn 2025	A record of the club's re-establishment, a list of members, and minutes from meetings will show the Eco-Club is active. Pupil engagement and leadership in projects, such as creating posters or sourcing books, will serve as direct evidence of the club's impact.
Arrange climate change awareness training for all staff.	Sustainability Lead	Time for CPD sessions.	Spring 2026	Staff CPD records and a staff survey will show increased knowledge and engagement.

DECARBONISATION				
<u>Action</u>	<u>Person responsible</u>	<u>Costs (time/resources etc)</u>	<u>Timescale (when by)</u>	<u>What evidence will be used to evaluate the impact, and what will the evidence show?</u>
Establish a regular travel survey and encourage 'park and stride'.	Sustainability Lead	Time for survey creation and analysis.	Autumn 2025	Survey results will show an increase in active travel and a decrease in car journeys to school.
Ensure that recycling and food waste bins in all classrooms and office areas are used correctly. Teach new classes this.	Sustainability Lead, Headteacher	Time.	Throughout the year.	An audit, conducted at the beginning and end of the school year, will show a reduction in waste being placed in the wrong bins.
Install recycling and food waste bins on the playground and field at both schools	Site Agent, Headteacher	Cost of bins.	By end of Autumn 2025	An audit and observation will show the new bins in use. Waste management reports may show a decrease in general waste collected.
Complete an energy review to understand consumption and sources.	Headteacher, Finance Team	Time for data collection and analysis.	Spring 2026	A formal energy report will show consumption patterns and highlight areas for improvement.
Reduce the use of disposable cups and plates at school events, especially non-recyclables.	Sustainability Lead, FRIENDS of HLS, SLS PTA	Cost of reusable/compostable alternatives.	Summer 2026 onwards	Event planning checklists and a reduction in waste from events will show a shift to sustainable practices.
Work with the Trust CFO and Estates Lead to explore switching to renewable energy tariffs and replacing old lights with LEDs.	Headteacher, Manager, Trust CFO, Trust Estates Lead	Financial costs for upgrades.	By end of 2026	Energy bills and energy consumption data will show reduced costs and a lower carbon footprint.
Eco-club lead assemblies and produce new posters/signs to encourage energy saving such as lights being switched off.	Eco-club lead	Cost of printing posters and signs. Time for eco-club meetings.	Throughout the year	An audit of posters and photos will show new signs have been created and displayed. Pupil voice will show an increase in lights being turned off. Energy consumption data will show a lower carbon footprint.
Monitor new catering company's waste management and engage with catering company on how to reduce food waste.	Headteacher, Office Manager	Time for meetings.	At least termly.	

BIODIVERSITY				
<u>Action</u>	<u>Person responsible</u>	<u>Costs (time/resources etc)</u>	<u>Timescale (when by)</u>	<u>What evidence will be used to evaluate the impact, and what will the evidence show?</u>
Establish a gardening/nature club at both schools. Look for volunteers from the community to support with this. Register the schools with RHS Campaign for School Gardening to receive a free welcome pack containing seeds and growing resources.	Sustainability Lead, Volunteers	Time for organisation, seeds, and tools.	Autumn 2025	A club register and a photo record of projects will show active pupil engagement and an increase in nature-based activities. This will be shared in parent newsletters.
Complete a biodiversity assessment of the school grounds.	Sustainability Lead, Site Team	Time for survey completion.	Spring 2026	A formal report will show a baseline of existing biodiversity and highlight opportunities for improvement.
Provide governor, SLT, and site team training on the importance of biodiversity.	Headteacher, Sustainability Lead	Time for training.	Spring 2026	A record of training attendance will show increased knowledge and commitment from key stakeholders.
Teach the importance of biodiversity through Forest School (to children and their classroom staff at the same time). Sign up for resources from National Education Nature Park to support with this.	Forest School Lead, Sustainability Lead	Time to teach Forest School	Throughout the year	Lesson observations and learning walks will show that biodiversity is being taught in the Forest School setting. Pupil voice will show an increase in pupil knowledge and engagement with the importance of biodiversity.
Have pupils carry out wildlife surveys (e.g., RSPB Big Birdwatch).	Eco-Club Lead, Sustainability Lead	Time for organising and conducting surveys.	Annually	Pupil survey data and a list of identified species will show increased pupil awareness and a measurable change in local wildlife.
Encourage teachers to use the outdoor classrooms for lessons across the curriculum.	Headteacher, Sustainability Lead	Curriculum monitoring time	Throughout the year	Learning walks show an increase in use of the outdoor classrooms.

CLIMATE ADAPTATION AND RESILIENCE				
<u>Action</u>	<u>Person responsible</u>	<u>Costs (time/resources etc)</u>	<u>Timescale (when by)</u>	<u>What evidence will be used to evaluate the impact, and what will the evidence show?</u>
Install water butt in Harlington Year 1 outside area to use on plants and for water play. Increase use of water butts in Early Years in both schools to use on plants and for water play,	Site Agent	Cost of water butts and installation.	By end of Spring 2026	A record of water use for plants and play will show a reduction in water consumption from the main supply.

SLT and governors to improve knowledge on the latest climate risk information and guidance, how the school estates are susceptible to climate change and adaptation planning	SLT, governors, Headteacher, Chair of Governors	Training time	By end of Spring 2026	A list of training courses, workshops, and webinars attended by SLT and governors will serve as evidence of their improved knowledge. The resulting climate risk assessment report for the school estates will demonstrate their ability to apply this knowledge to create a practical adaptation plan.
Complete a climate risk assessment of the school estates.	Headteacher, Sustainability Lead, Governors	Time for assessment.	Summer 2026	A formal risk assessment document will identify vulnerabilities and inform future adaptation planning.
Collaborate with colleagues across the Pyramid Schools Trust on climate risk assessment and management.	Sustainability Lead	Time for meetings.	Ongoing from Summer 2026	Meeting minutes and a shared action plan will show a unified approach to climate resilience across the Trust.

CLIMATE EDUCATION				
<u>Action</u>	<u>Person responsible</u>	<u>Costs (time/ resources etc)</u>	<u>Timescale (when by)</u>	<u>What evidence will be used to evaluate the impact, and what will the evidence show?</u>
Eco Club to source and purchase books for the library on sustainability.	Eco Club Lead, Sustainability Lead	Cost of books.	By Spring 2026	The library will show a new collection of sustainability books, and pupil borrowing data will show increased interest in the topic.
Complete a curriculum audit to identify where climate education is already taught.	Sustainability Lead, SLT, Headteacher	Time for audit completion.	Spring 2026	A curriculum report will show a clear mapping of climate topics and identify areas for development.
Complete a pupil survey on environmental awareness, green skills and climate anxiety. Plan next steps as a result of this.	Sustainability Lead, Headteacher	Time for survey creation and analysis.	Autumn 2025	Survey results will show a baseline of pupil knowledge and feelings about the environment, informing future teaching strategies.
Recruit a new Forest School Lead and arrange for them to undertake Level 3 Forest School Training.	Headteachers, Trust	Cost of recruitment and training.	Recruit by end of Autumn 2025; train by Autumn 2026	A record of the recruitment process and the training provider's confirmation will show progress.
Roll out Forest School to all year groups.	Forest School Lead, Headteacher	Curriculum time	Across year (one year group at a time)	Timetables will show that all year groups have had the opportunity to access Forest School. Learning walks, photo journals, and pupil voice will show increased pupil engagement and a deeper understanding of the importance of the natural environment.
Arrange climate anxiety training for relevant staff.	Headteachers, Sustainability Lead	CPD time.	Summer 2026.	A record of training attendance and staff feedback will show increased confidence in supporting pupils with climate-related concerns.