



Tickhill Estfeld Primary School - Climate Action Plan

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capacity on energy efficiency and low-carbon practises	1. Deliver one annual staff meeting on energy-saving behaviours and practical classroom-level measures. 2. Provide targeted training for site staff on maintaining heating, draught-proofing and flat roof temporary measures.	Headteacher ; Caretakers	- Time for staff meeting - Training time with caretakers	- At least 90% of staff attend staff meeting - Documented site maintenance checks completed termly	Decarbonisation
Improve staff knowledge of climate education and curriculum links	1. Offer subject leader sessions on embedding climate topics. 2. Share exemplar lesson plans linking local planting/trees and biodiversity.	Curriculum Lead; Subject Leaders	- Time allocation in staff meetings - Access to curriculum resources - Examples from local environmental organisations	- Climate issues integrated into at least 3 subject plans - Evidence of climate-linked lessons in planning	Climate education and green careers



2. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote behaviour change for energy and waste reduction	1. Launch a “Switch It Off” campaign (lights, devices). 2. Expand food waste segregation to classroom fruit/snack waste.	Eco Lead Teacher; Eco Council; Site Manager	Posters and reminder stickers - Additional food waste bins/collection	Site-wide electricity use shows seasonal reduction year-on-year - Food waste capture increased by 20%	Decarbonisation
Increase pupil knowledge and agency on climate topics	1. Use the recently planted trees as learning resources (tree-monitoring activities). 2. Embed pupil-led projects (e.g., wildflower patch, bird boxes).	Eco Council Coordinator; Class Teachers	- Workshop materials - Tools and bird box kits - Curriculum time - Volunteer support	- Pupil-led projects active each term - Records of pupil workshops and learning outcomes - Positive pupil feedback on climate activities	Climate education and green careers



3. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
<p>Improve building fabric to reduce heat loss and stop leaks</p>	<p>1. Replace external doors with energy-efficient, draught-proof doors (prioritise highest-loss entrances). 2. Repair and upgrade the flat roof with waterproofing and insulation improvements. 3. Conduct a simple thermographic survey to identify other draught/heat loss areas.</p>	<p>Headteacher; Caretakers; Governing Body (Premises Committee)</p>	<p>- Capital budget or grant funding - Contractor quotes - Access to energy auditor/thermographic service - Project management time</p>	<p>- New doors installed on priority entrances within 12 months - Flat roof repaired and no recurring leaks within 6 months - Thermographic report produced and action list implemented</p>	<p>Decarbonisation; Adaptation and resilience</p>
<p>Enhance grounds for biodiversity and learning</p>	<p>1. Expand wildflower areas and install bird/bat boxes around the 200 recently planted trees. 2. Create a school orchard/food-growing beds for curriculum use. 3. Develop rain gardens to manage run-off and enhance habitats.</p>	<p>Caretaker s; Eco Council; Grounds Volunteer Coordinator</p>	<p>- Native wildflower seed mixes - Tools and compost - Budget for bird/bat boxes - Volunteer time from parents/community</p>	<p>- Increased species sightings (recorded in logbook) - Active food-growing area used in lessons - Rain gardens established in 1-2 low spots</p>	<p>Biodiversity; Adaptation and resilience</p>



4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce food-related emissions and waste	1. Work with catering provider to increase plant-based options and source seasonal/local produce. 2. Monitor plate waste and use ReFood partnership to collect unavoidable food waste. 3. Introduce “meat-free” menu day monthly.	School Business Manager; Catering Lead; ReFood Liaison	- Menu review meetings - Monitoring sheets - Communications to parents - Catering budget adjustments	- Increased plant-based meal uptake by X% within a year - Plate waste reduced (measured weekly) - Continued ReFood food waste collections without interruption	Decarbonisation; Biodiversity
Use lunches to educate pupils on sustainable food	1. Host tasting sessions and kitchen garden visits. 2. Run lessons linked to food origins and carbon footprint.	PSHE/Curriculum Lead; Kitchen Staff	- Curriculum materials - Food growing area access - Time in school calendar	- Pupils can explain where school food comes from - Participation in tasting sessions recorded	Climate education and green careers



5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate and nature across the curriculum	1. Map current curriculum to identify opportunities for climate links. 2. Produce a progression map of climate and biodiversity learning from EYFS to Year 6. 3. Share exemplar cross-curricular lesson plans (STEM, geography, art).	Curriculum Lead; Subject Leaders	- Curriculum mapping time - External curriculum resources - CPD time for staff	- Curriculum map completed and published internally - Evidence of climate-linked lessons in at least 3 subjects per year group - Pupil work evidencing learning progression	Climate education and green careers; Biodiversity
Provide career awareness of green jobs	1. Invite local environmental professionals for talks/assemblies. 2. Run a “green careers” week for older pupils.	Careers/KS2 Lead; Parent volunteers	- Contacts with local green sector - Simple budget for visits - Assembly time	- At least two green-sector visitors per year - Pupils report increased awareness of green jobs	Climate education and green careers



6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Use green spaces to support pupil and staff wellbeing	1. Develop outdoor classroom spaces and quiet areas among newly planted trees. 2. Use sensory garden to support wellbeing. 3. Train staff in using nature-based activities for mental health.	SENCO; Wellbeing Lead; Caretaker	- Benches/seating - Outdoor classroom resources - CPD for staff - Volunteer help for maintenance	- Regular timetabled outdoor wellbeing sessions - Increased staff/pupil satisfaction in annual survey - Outdoor classroom used by at least 50% of classes termly	Biodiversity; Climate education and green careers
Promote physical wellbeing through active outdoor learning	1. Incorporate gardening and tree-care into physical activity sessions. 2. Run seasonal wellbeing and nature clubs.	PE Lead; Eco Club Lead	- Gardening tools - Club resources - Parental volunteers	- Club attendance numbers increasing termly - Pupil reports of increased outdoor activity	Adaptation and resilience



7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen pupil voice and leadership on climate	1. Expand Eco Council remit with clear roles (energy monitors, biodiversity champions). 2. Establish pupil-led audits (energy, waste, biodiversity) each term. 3. Present termly reports to governors.	Eco Lead Teacher; Headteacher; Eco Council	- Time for meetings - Audit checklists/templates - Governor meeting slots	- Eco Council has defined roles and meets monthly - Termly audit reports produced and acted upon - Governors receive and respond to pupil reports	Climate education and green careers
Enable peer education and mentoring	1. Train older pupils to deliver climate workshops to younger pupils. 2. Run buddy systems for tree- and garden-care.	Year 6 Teachers; Eco Lead	- Training materials - Time allocation - Supervision for activities	- Peer-led sessions held each term - Evidence of younger pupils engaged in gardening/tree care	Climate education and green careers

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Adopt sustainable	1. Introduce sustainability criteria for all new purchases (energy, lifecycle, repairability). 2. Prioritise local suppliers for grounds and	School Business Manager;	- Procurement policy template - Supplier research	- Procurement policy adopted by governors - New contracts include	Decarbonisation



purchasing practises	catering goods. 3. Include reuse/repair options and whole-life cost in tendering for doors/roof works.	Governing Body (Finance & Premises)	time - Tender documentation templates	sustainability clauses - Local supplier proportion increased	n; Biodiversity
Reduce single-use materials and waste in school	1. Audit consumables and phase out single-use plastics. 2. Set up centralised reuse station for classroom resources.	Site Manager; Office Manager; Eco Council	- Audit tools - Reuse station storage - Communications to staff/parents	- Reduced purchasing of single-use items by X% - Reuse station used weekly by staff/pupils	Decarbonisation

9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school climate actions	1. Regular newsletters with tips for home energy/waste reductions. 2. Recruit parent volunteers for grounds and growing projects.	Headteacher; Eco Lead	- Event materials - Newsletter space - Volunteer coordination processes	- Green open evening attended by at least 25% of families - Regular newsletter items (termly) - Active volunteer group established	Climate education and green careers; Decarbonisation



Support sustainable behaviour at home and travel	1. Share guidance on car-sharing, walking routes, and public transport options. 2. Promote “Walk to School” weeks and cycling initiatives.	Headteacher Parent Volunteers	- Maps of safe routes - Promotional materials - Liaison with local authority for safe routes	- Increased active travel measured by termly survey - Participation in Walk to School events	Decarbonisation; Adaptation and resilience
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10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce carbon from school-related travel	1. Survey parents/pupils about travel modes and barriers. 2. Promote and coordinate car-sharing and walking/cycling groups. 3. Improve information on public transport options (fair accessibility).	Headteacher;	- Travel survey tool - Time for analysis - Promotional materials - Contact with local bus operators	- Travel survey completed and baseline established - Reduction in single-occupancy car drop-offs by target % within year - Increase in children using active travel modes	Decarbonisation
Ensure safe routes and adaptation to weather events	1. Work with local council to ensure safe walking routes and maintenance. 2. Plan for adverse weather (heavy rain) closures or safe arrival plans using grounds.	Headteacher; Care taker	- Time with council & risk assessment templates - Communication plan	- Safe route agreements or improvements documented - Robust adverse weather plan in place and tested annually	Adaptation and resilience



11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital energy use and extend device life	1. Implement device power management policies (sleep settings, shutdown routines). 2. Audit IT equipment and plan lifecycle extension (repairs, reuse). 3. Adopt cloud storage practises that reduce local server energy use and encourage efficient file management.	IT Lead ; SBM ; Headteacher	- IT policy templates - Time for audit - Budget for repairs/upgrades - External IT support	- Device uptime increases with reduced replacements - Energy consumption from IT reduced (where metered) - Fewer devices replaced due to proactive repair	Decarbonisation
Use digital tools for climate education and monitoring	1. Use simple apps or spreadsheets to track energy, waste and biodiversity data. 2. Share dashboards with pupils and governors for transparency.	Eco Lead ; IT Lead	- Monitoring tools (spreadsheet/app) - Basic training - Display screen for dashboard	- Regularly updated monitoring data visible to school community - Data used to inform termly actions	Climate education and green careers



12. Partnerships and Collaborations

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate priorities into governance and policy	<ol style="list-style-type: none"> 1. Add a standing agenda item on sustainability to governor meetings. 2. Ensure procurement and premises policies reflect sustainability criteria. 	Chair of Governors; Headteacher; SBM	<ul style="list-style-type: none"> - Draft policy template - - Meeting time - - Policy consultation with staff/parents 	<ul style="list-style-type: none"> - Climate & Biodiversity Policy approved by governors - - Sustainability is a regular governor agenda item - - Procurement/premises policies updated 	Decarbonisation; Biodiversity; Adaptation and resilience
Monitor performance and report publicly	<ol style="list-style-type: none"> 1. Produce an annual climate action progress report for the school community. 2. Set measurable targets (energy reduction, waste, biodiversity indicators) and review termly. 	Headteacher; Eco Lead; Governors	<ul style="list-style-type: none"> - Data collection systems - - Report template - Time for compilation 	<ul style="list-style-type: none"> - Annual report published - - Targets monitored and at least one target shows improvement year-on-year - - Transparency with community demonstrated 	Climate education and green careers; Decarbonisation



14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve physical resilience of buildings and site	1. Prioritise flat roof repairs with specification that improves waterproofing and adds insulation where possible. 2. Repair/replace poor external doors to prevent draughts and water ingress. 3. Develop a maintenance schedule that includes regular roof and external fabric checks.	Headteacher; Caretaker; Governing Body (Premises)	- Capital maintenance budget or grant funding - Contractor engagement - Maintenance schedule template	- Flat roof repaired and insulated where possible - New doors fitted to specification - Maintenance schedule implemented and logged	Adaptation and resilience; Decarbonisation
Increase site resilience to extreme weather and biodiversity loss	1. Install rain gardens/permeable surfaces in key spots to manage run-off. 2. Use diverse native planting around school to increase habitat resilience. 3. Create an emergency plan for tree care and storm damage response.	Caretaker; Eco Lead;	- Plants and landscaping materials - Volunteer support - Emergency plan template - Contingency budget	- Rain gardens established and functioning - Diverse native planting maintained - Emergency response plan in place and tested	Adaptation and resilience; Biodiversity

Notes on prioritisation and timing

- Immediate (0–12 months): staff INSET on energy, “Switch It Off” campaign, food waste continuation with Refood, simple audits (energy, travel, procurement), apply for urgent quotes for doors and roof repairs, set up Eco Council structure.
- Short term (12–24 months): install new doors on priority entrances, complete flat roof repairs, develop curriculum progression map, establish outdoor classroom and rain garden pilots, submit grant applications.



- Medium term (24–36 months): complete remaining fabric improvements as budget allows, embed monitoring and reporting, expand partnerships and green careers activities.

This plan is tailored to Tickhill Estfeld Primary School's rural setting, extensive green space, recent tree planting and current practice with Refood. The immediate priorities are building fabric improvements (external doors, flat roof) to address energy rating F and leaks, while capitalising on extensive grounds for biodiversity, wellbeing and curriculum use.