



Great Sampford Primary School Climate Action Plan

1. Staff Expertise

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Build staff capacity in decarbonisation and low-carbon school operation	<ul style="list-style-type: none"> - Provide targeted CPD on energy efficiency, fuel switching implications and PV basics (annual). - Arrange visits/remote briefing with local authority/low-carbon retrofit advisor. - Produce a simple staff energy briefing pack (one page) for all staff. 	Headteacher & School Business Manager	<ul style="list-style-type: none"> - Budget for CPD (training provider fees) - Time for INSET - Contact with LA energy advisor - Simple printing/handouts 	<ul style="list-style-type: none"> - At least 80% of teaching and non-teaching staff complete training within 12 months. - Staff can identify three practical energy-saving actions. - Energy briefing pack distributed and acknowledged by staff. 	Decarbonisation
Develop a named energy & sustainability lead role	<ul style="list-style-type: none"> - Appoint/nominate a staff sustainability lead (could be SBM or teacher). - Define role: monitor meters, liaise with contractors, coordinate pupil activities. 	Headteacher & Governing Body	<ul style="list-style-type: none"> - Time allocation (PPA or weekly hours) - Small budget for incidental expenses 	<ul style="list-style-type: none"> - Sustainability lead appointed within term. - Lead completes an energy audit and reports termly. 	Decarbonisation

	- Include brief in job description/role remit.				
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2. Staff / Pupils

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Engage staff and pupils in daily energy-saving behaviour	<ul style="list-style-type: none"> - Launch an energy champions scheme in each class. - Display simple metre-driven targets in staffroom and corridors. - Weekly 'switch-off' checks carried out by pupil champions. 	Sustainability lead & class teachers	<ul style="list-style-type: none"> - Printable posters and stickers - Switch-off checklists - Small rewards budget 	<ul style="list-style-type: none"> - Whole-school electricity reduced by measurable amount within 12 months (baseline established). - Visible engagement: energy champions in every class. 	Decarbonisation
Build pupil understanding of low-carbon choices	<ul style="list-style-type: none"> - Run assembly series on climate, energy and local solutions. - Practical lessons: monitor classroom temperatures, draught-spotting activity around older building. - Create pupil-led energy action log. 	Class teachers & Sustainability lead	<ul style="list-style-type: none"> - Curriculum materials - Basic monitoring tools (thermometer, draft flags) 	<ul style="list-style-type: none"> - Pupils can describe at least two ways to save energy and identify draughts. - Action log maintained termly. 	Climate education and green careers

3. Buildings / Grounds

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Improve building fabric and reduce heat loss	<ul style="list-style-type: none"> - Complete draught-proofing programme (focus on 1837 and 1997 buildings); finish installation of new external doors. 	School Business Manager & Site contractor	<ul style="list-style-type: none"> - Budget for works - Surveyor fees - Materials and contractor time 	<ul style="list-style-type: none"> - Reduction in heating energy use year-on-year (after weather correction). - Draft problems identified and addressed in key areas. 	Decarbonisation

	<ul style="list-style-type: none"> - Insulate accessible lofts and exposed pipework where appropriate. - Commission a basic building fabric survey to prioritise works. 				
Explore switching to less carbon-intensive heating fuel	<ul style="list-style-type: none"> - Commission feasibility study for switching from existing heating to lower-carbon options (air-source heat pump, biomass, or hybrid systems). - Liaise with local authority for grants and funding. - Produce business case including lifecycle costs. 	SBM with LA energy officer & Governors	<ul style="list-style-type: none"> - Feasibility study funding - Access to energy bills and plant information - Grant application support 	<ul style="list-style-type: none"> - Feasibility completed within 12 months. - Clear preferred option identified and funding route outlined. 	Decarbonisation

4. School Lunches

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Reduce carbon footprint of school meals and increase local sourcing	<ul style="list-style-type: none"> - Work with catering provider to increase plant-based meal options to at least 2 days/week. - Prioritise procurement of local seasonal produce from nearby farms. - Trial a weekly vegetarian day and monitor uptake/waste. 	Headteacher & Catering Manager	<ul style="list-style-type: none"> - Menu planning time - Links with local suppliers - Communications to parents 	<ul style="list-style-type: none"> - Increased share of low-carbon menus by term (e.g., 40% plant-forward options). - Positive pupil uptake and reduced meal-related emissions (baseline established). 	Decarbonisation

Reduce food waste in the dining hall	<ul style="list-style-type: none"> - Implement tray-less lunches or portion control and monitor plate waste. - Introduce composting of appropriate food waste for school grounds. 	Catering Manager & Eco-committee	<ul style="list-style-type: none"> - Compost bins/food waste collection - Food waste monitoring tools - Volunteer rota 	<ul style="list-style-type: none"> - Reduced food waste weight measured termly. - Compost used in school gardens. 	Decarbonisation / Biodiversity
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5. Curriculum

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Integrate climate education across the curriculum	<ul style="list-style-type: none"> - Map climate and sustainability links across subjects for each key stage. - Develop topic units using the school's local environment (rural context, village hall, historical building) e.g., energy in old buildings, local biodiversity. - Provide teacher resources and lesson plans. 	Curriculum lead & class teachers	<ul style="list-style-type: none"> - Curriculum mapping time - External resources (NG resources, local farm visits) - Supply cover for planning 	<ul style="list-style-type: none"> - Curriculum map completed and used in planning. - Pupils demonstrate progression in climate knowledge across key stages. 	Climate education and green careers
Introduce practical skills and green careers awareness	<ul style="list-style-type: none"> - Arrange visits/virtual talks from local tradespeople (PV installers, farmers, retrofitting specialists). - Run small projects: monitoring solar energy (post-installation), biodiversity surveys in grounds. 	Careers lead & Sustainability lead	<ul style="list-style-type: none"> - Contacts with local businesses - Budget for transport or virtual sessions 	<ul style="list-style-type: none"> - Pupils report awareness of at least three green jobs. - At least two practical projects completed annually. 	Climate education and green careers

6. Wellbeing

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Use green space to support pupil wellbeing	<ul style="list-style-type: none"> - Develop wellbeing garden spaces and outdoor learning area using extensive grounds. - Schedule regular outdoor lessons and mindfulness sessions. - Train staff in outdoor learning techniques. 	Wellbeing lead & Site manager	<ul style="list-style-type: none"> - Gardening materials - Outdoor seating/shelter - Staff training time 	<ul style="list-style-type: none"> - Regular timetable of outdoor lessons and wellbeing sessions. - Improved pupil wellbeing indicators from surveys. 	Adaptation and resilience / Biodiversity
Ensure transitions and retrofit works consider wellbeing	<ul style="list-style-type: none"> - Communicate planned building works clearly to parents and staff. - Phase works to minimise disruption and maintain thermal comfort during winter. 	Headteacher & SBM	<ul style="list-style-type: none"> - Communication materials - Project schedules 	<ul style="list-style-type: none"> - Minimal disruption reported. - No adverse wellbeing impacts during works. 	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Establish a pupil-led Eco-Committee with clear remit	<ul style="list-style-type: none"> - Create Eco-Committee roles (energy, biodiversity, food, travel). - Provide budget and meeting schedule. - Empower committee to run campaigns (e.g., draught-spotting, native planting days). 	Sustainability lead & Class teachers	<ul style="list-style-type: none"> - Small budget for projects - Meeting time - Training materials 	<ul style="list-style-type: none"> - Active Eco-Committee meeting monthly. - At least three pupil-led initiatives delivered annually. 	Climate education and green careers / Biodiversity
Pupil monitoring and reporting	<ul style="list-style-type: none"> - Train pupils to read metres, collect temperature/draught data and report findings. - Publish a simple termly sustainability newsletter written by pupils. 	Sustainability lead & Eco-Committee	<ul style="list-style-type: none"> - Access to basic monitoring tools - Publishing tools (simple newsletter template) 	<ul style="list-style-type: none"> - Regular pupil-led reports published each term. - Evidence of pupil data used to influence decisions (e.g., heating adjustments). 	Decarbonisation / Climate education and green careers

8. Procurement

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Embed low-carbon and circular procurement principles	<ul style="list-style-type: none"> - Review major suppliers and include sustainability criteria in tenders (energy, food, materials). - Prefer local suppliers to reduce transport emissions where possible. - Adopt longer life, repairable equipment policies for ICT and furniture. 	SBM & Governing Body	<ul style="list-style-type: none"> - Procurement policy template - Time for supplier engagement - Criteria checklist 	<ul style="list-style-type: none"> - Procurement policy updated with sustainability criteria. - At least one contract re-let with sustainability clauses. 	Decarbonisation

Sustainable consumables and waste reduction	<ul style="list-style-type: none"> - Switch cleaning and classroom consumables to eco-certified products. - Introduce centralised paper and stationery reuse system. 	Site manager & Office Manager	<ul style="list-style-type: none"> - Eco-certified supplier lists - Reuse boxes - Small budget for initial stock 	<ul style="list-style-type: none"> - Reduction in single-use consumables purchased. - Increased reuse of stationery recorded. 	Decarbonisation / Biodiversity
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9. Parents

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Engage parents in the school's climate actions	<ul style="list-style-type: none"> - Publish an annual climate action update and invite feedback. - Host a 'green open evening' showcasing projects and ways parents can support at home. - Share practical home-energy saving tips and local grant information. 	Headteacher & PTA liaison	<ul style="list-style-type: none"> - Communication channels (newsletter, email) - Event materials - Printing and refreshments budget 	<ul style="list-style-type: none"> - High parental awareness (survey target: 70% aware). - At least one engaged parent volunteer group supporting projects. 	Climate education and green careers / Decarbonisation
Encourage sustainable behaviours for school runs	<ul style="list-style-type: none"> - Provide information on walking/cycling routes, even with poor public transport. - Create a Park & Stride map and occasional walking bus for events. 	Eco-Committee & Parent volunteers	<ul style="list-style-type: none"> - Maps and signage - Volunteer rota - Liability checks 	<ul style="list-style-type: none"> - Reduced single-occupancy car drop-offs on targeted days. - Uptake of Park & Stride at events. 	Decarbonisation

10. Transportation and Travel

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
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Reduce transport emissions despite poor public transport	<ul style="list-style-type: none"> - Conduct a travel survey to establish pupil/carer travel patterns. - Promote car-sharing groups and Park & Stride options. - Coordinate with local parish for community transport solutions for events. 	SBM & Eco-Committee	<ul style="list-style-type: none"> - Survey tool - Communications - Liaison time with parish council 	<ul style="list-style-type: none"> - Travel survey completed and baseline established. - Measurable reduction in single-occupancy trips on target days. 	Decarbonisation
Plan sustainable school trips and staff travel	<ul style="list-style-type: none"> - Prioritise local visits and on-foot walks utilising extensive grounds and local resources. - For required vehicle travel, book low-emission coaches or consolidate trips. 	Trip coordinator & Headteacher	<ul style="list-style-type: none"> - Trip planning time - Budget for low-emission transport if available 	<ul style="list-style-type: none"> - Increased proportion of local trips. - Consolidated travel reduces mileage year-on-year. 	Decarbonisation

11. Digital Sustainability

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Reduce digital carbon and resource use	<ul style="list-style-type: none"> - Audit current digital devices, cloud storage and energy use. - Implement policies to power down devices overnight and optimise cloud storage (archive/archive old files). - Procure energy-efficient IT equipment and extend device lifecycles. 	IT lead (or SBM) & Class teachers	<ul style="list-style-type: none"> - Time for audit - Energy management settings guide - Budget for efficient devices 	<ul style="list-style-type: none"> - Energy settings applied across devices; measured reduction in IT electricity use. - Device replacement policy prioritises energy-efficiency. 	Decarbonisation
Promote responsible e-waste management	<ul style="list-style-type: none"> - Establish an e-waste collection point and link with local recycling schemes. 	Office Manager & SBM	<ul style="list-style-type: none"> - Collection boxes - Local recycler contacts - Repair toolkit 	<ul style="list-style-type: none"> - Reduced disposal of working devices; repairs undertaken locally. 	Decarbonisation

	- Repair-first approach for school devices; use local technicians where possible.			- Regular e-waste collections completed.	
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12. Partnerships and Collaborations

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Build partnerships to support retrofit and PV projects	<ul style="list-style-type: none"> - Engage local authority, community energy groups and parish council for funding and expertise. - Approach nearby schools to explore joint procurement (e.g., bulk PV/heat-pump procurement). - Apply to relevant grants (Salix, local green funds, National Schools Programme). 	SBM & Headteacher	<ul style="list-style-type: none"> - Time for partnership meetings - Grant application support - Contacts list 	<ul style="list-style-type: none"> - At least two meaningful partnerships established. - Applications submitted for capital funding. 	Decarbonisation
Collaborate with local rural stakeholders for learning and biodiversity	<ul style="list-style-type: none"> - Partner with local farms, nature reserves and village hall to support curriculum and biodiversity projects. - Invite local tradespeople for career talks and practical demonstrations. 	Curriculum lead & Sustainability lead	<ul style="list-style-type: none"> - Contact network - Transport for visits - Materials for joint projects 	<ul style="list-style-type: none"> - Formal activity schedule with local partners. - Increased pupil visits/engagement with local partners. 	Biodiversity / Climate education and green careers

13. Governance and Policy

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
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<p>Embed climate action in governance and strategic planning</p>	<ul style="list-style-type: none"> - Adopt a formal Climate Action Policy and include it in the school improvement plan. - Ensure Governors have an allocated sustainability governor who receives termly reports. - Integrate climate targets into budget planning and premises strategy. 	<p>Headteacher & Chairs of Governors</p>	<ul style="list-style-type: none"> - Time at governing meetings - Policy template - Monitoring framework 	<ul style="list-style-type: none"> - Climate Action Policy ratified by Governors. - Termly sustainability report provided to Governors. 	<p>Decarbonisation</p>
<p>Ensure procurement and safeguarding alignment</p>	<ul style="list-style-type: none"> - Update procurement policy to include sustainability and safeguarding checks. - Ensure adaptation works consider health and safety and accessibility (esp. older building). 	<p>Governing Body & SBM</p>	<ul style="list-style-type: none"> - Policy drafting time - Legal/LA advice if needed 	<ul style="list-style-type: none"> - Procurement policy updated and used. - All works comply with safeguarding and accessibility requirements. 	<p>Decarbonisation / Adaptation and resilience</p>

14. Resilience and Adaptation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DFE Area
Increase physical resilience of school buildings and grounds	<ul style="list-style-type: none"> - Conduct climate risk assessment (flood, wind, extreme weather) tailored to local low flood but exposed rural settings. - Improve roof and external repair programme for the 1837 building to prevent water ingress and heat loss. - Create maintenance schedule for trees/greenspace to reduce storm damage risk. 	SBM & Site manager	<ul style="list-style-type: none"> - Risk assessment consultant or LA toolkit - Maintenance budget - Contractor access 	<ul style="list-style-type: none"> - Climate risk assessment completed within 12 months. - Maintenance schedule adopted and initial repairs completed. 	Adaptation and resilience
Develop emergency preparedness and continuity planning	<ul style="list-style-type: none"> - Update business continuity plan to reflect climate-related disruptions (storms, heatwaves). - Identify safe indoor/outdoor spaces and ensure thermal comfort strategies for extreme temperatures. - Run one tabletop exercise for staff annually. 	Headteacher & SBM	<ul style="list-style-type: none"> - BC plan template - Time for staff training and exercise - Emergency supplies inventory 	<ul style="list-style-type: none"> - Updated BC plan in place and tested annually. - Staff report increased preparedness after exercises. 	Adaptation and resilience

Notes on prioritisation and next steps (for internal use):

- Immediate priority: (Low-cost/high-impact early wins.)
 - appoint sustainability lead,
 - complete energy staff CPD,
 - baseline energy and travel surveys,
 - finish draught-proofing and external doors already in progress. These are low-cost/high-impact early wins.

- Medium term (6-24 months):
 - commission PV and heating feasibility/structural surveys,
 - apply for grants
 - implement curriculum and pupil leadership activities.

- Longer term (24+ months):
 - capital works for fuel switching and PV installation once feasibility and funding in place.

Framework note: This plan aligns with key DfE areas for school climate action: Decarbonisation, Adaptation and resilience, Biodiversity and Climate education and green careers. It can be used to support funding bids and governor reporting under the OFSTED 2025 framework areas where relevant (Curriculum and Teaching; Inclusion; Leadership and Governance; Personal Development and Well-being; and Resilience and Safeguarding).