

Parklands Community Primary School



Climate Action Plan 2025-2028

1. Staff expertise

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Build staff knowledge and confidence in climate education and sustainable school operations	<ol style="list-style-type: none"> 1. Deliver CPD sessions on climate science, biodiversity, sustainable behaviour and curriculum integration. 2. Provide a bank of ready-to-use lesson plans and cross-curricular links for science, geography and PSHCE. 3. Offer short training on energy-efficient practice and monitoring (lights, waste, water). 	Headteacher / Deputy / Subject leads Sept 2026	<ul style="list-style-type: none"> - Trainer time or external consultant budget - Time in INSET schedule - Repository (shared drive) for resources 	<ul style="list-style-type: none"> - All teaching staff attend at least one CPD per year - Lesson resources uploaded and used in schemes of work - Staff report increased confidence in delivering climate lessons (survey) 	Climate education and green careers
Create internal champions to sustain activity	<ol style="list-style-type: none"> 1. Appoint a Sustainability Lead (release time) and subject leader champions (science, geography, PSHCE, site). 2. Set termly meeting schedule for champions to plan actions and monitor progress. 3. Link champions with school council eco-committee. 	Headteacher / Deputy / Subject leads Sept 2025	<ul style="list-style-type: none"> - Allocation of release time - Brief role descriptions - Meeting time 	<ul style="list-style-type: none"> - Named Sustainability Lead in post - Termly minutes and action updates - Improved coordination of projects (evidence in termly report) 	Climate education and green careers

2. Staff / pupils

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Increase staff and pupil engagement in low-carbon behaviours	<ol style="list-style-type: none"> 1. Launch “Lights Off” campaign with classroom prompts and weekly monitoring. 2. Restart and maintain a staff & pupil pledge system for energy, waste and water. 3. Introduce visible dashboards (class-level) showing energy/waste improvements. 	Sustainability Lead / Site manager / Class teachers Jan 2026	<ul style="list-style-type: none"> - Posters and stickers - Simple energy/waste monitoring tools - Display boards or digital screens 	<ul style="list-style-type: none"> - Reduction in classroom energy use (monthly checks) - 75% classes display pledge boards - Behavioural change recorded in logs 	Decarbonisation
Reintroduce and expand composting and reuse practises with pupils	<ol style="list-style-type: none"> 1. Restart school composting with clear rota and pupil roles. 2. Provide reusable cutlery/cups policy and education. 3. Organise termly “Repair & Reuse” sessions (arts, uniform repairs). 	Eco-Committee / Site manager / SBM / FLO Jan 2026	<ul style="list-style-type: none"> - Compost bins and starter materials - PPE and training for composting - Storage for reusable items 	<ul style="list-style-type: none"> - Active composting system with pupil rota - Reduced landfill food/wet waste - Reusable cup/plate uptake increased (audit) 	Biodiversity / Decarbonisation

3. Buildings / grounds

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Improve building energy efficiency and reduce consumption	<ol style="list-style-type: none"> 1. Conduct an energy audit to identify low-cost measures (lighting controls, draught-proofing in old block). 2. Standardise and promote use of existing light sensors; fix non-working switches/sensors. 3. Implement a schedule for efficient heating controls and thermostat setbacks. 	Site manager / SBM April 2026	<ul style="list-style-type: none"> - Budget for audit - Maintenance budget - Time for contractor visits 	<ul style="list-style-type: none"> - Identified energy savings plan completed - Measurable reduction in energy consumption year-on-year - All automatic sensors working & manual override guidance visible 	Decarbonisation

Maximise value of solar PV and grounds for biodiversity	<ol style="list-style-type: none"> 1. Liaise with West Sussex to obtain production data and ensure panels operate at optimum (liaison for cleaning schedule exceptions). 2. Use extensive green space to expand wildlife garden, install bee hotel and native planting. 3. Create curriculum-linked outdoor classrooms and growing areas (for school garden club). 	<p>Site manager / SBM</p> <p>April 2026</p>	<ul style="list-style-type: none"> - Contact and SLAs with West Sussex - Plants, tools, raised beds, bee hotel materials - Volunteer time and small budget 	<ul style="list-style-type: none"> - Regular PV output reports and documented issues logged - Expanded wildlife area with planted native species - Active gardening club with termly produce/events 	Biodiversity / Decarbonisation
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4. School lunches

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Deliver more sustainable, local and seasonal school meals from Sept 2026	<ol style="list-style-type: none"> 1. Work with new catering company ISS to set requirements for local, seasonal and low-carbon options. 2. Explore meat-free days and increase plant-based choices. 3. Establish menu review group including pupils and parents. 	<p>Headteacher / Catering Link / Parent rep/ SBM</p> <p>Sept 2026</p>	<ul style="list-style-type: none"> - Catering contract clauses - Menu development sessions - Pupil/parent consultation time 	<ul style="list-style-type: none"> - Contractual commitment to local/seasonal sourcing - Uptake of plant-based options increased - Menu reviewed termly with stakeholder input 	Decarbonisation
Reduce food waste in service and consumption	<ol style="list-style-type: none"> 1. Audit current food waste and plate waste to identify causes. 2. Improve serving systems (quality, portioning) and introduce share/buffet options where appropriate. 3. Use leftover food where safe: composting or food redistribution partnerships. 	<p>Catering Link / SBM/ Headteacher</p> <p>Dec 2026</p>	<ul style="list-style-type: none"> - Waste audit tools - Composting capacity or redistribution contacts - Staff training 	<ul style="list-style-type: none"> - Reduced kitchen food waste (measured %) - Improved pupil satisfaction with meals (survey) - Food redistribution or composting in place 	Decarbonisation / Biodiversity

5. Curriculum

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Embed climate education across science, geography and PSHE	<ol style="list-style-type: none"> Rewrite curriculum schemes to include clear sustainability learning outcomes (linked to new curriculum updates). Integrate practical outdoor learning (wildlife garden, composting) into topics. Provide assessment criteria for climate literacy and green skills. 	Deputy / Subject leads (science, geography, PSHE) Sept 2027	<ul style="list-style-type: none"> Time for curriculum planning - Access to exemplar curricula and resources - CPD for staff 	<ul style="list-style-type: none"> Updated schemes of work with sustainability learning objectives Evidence of teaching in books/plans Pupil assessments show improved climate knowledge 	Climate education and green careers
Use cross-curricular projects to deepen understanding	<ol style="list-style-type: none"> Plan whole-school events (Earth Day, Sustainability Week) with linked project outputs. Use maths and ICT lessons to analyse school energy/waste data. Encourage art and literacy projects around nature and climate. 	Deputy/ Subject leads / Eco-Committee / Class teachers July 2026	<ul style="list-style-type: none"> Materials for events Data collection tools Time for cross-phase planning 	<ul style="list-style-type: none"> Annual Earth Day activities with pupil outputs Data-driven pupil projects produced Cross-curricular evidence in portfolios 	Climate education and green careers

6. Wellbeing

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Promote pupil and staff wellbeing through nature and outdoor learning	<ol style="list-style-type: none"> Establish regular outdoor wellbeing sessions using wildlife garden and green spaces. Create quiet green zones and sensory planting for relaxation. Provide staff briefing on nature-based strategies to support pupil wellbeing. 	Deputy / Wellbeing team / Site manager July 2026	<ul style="list-style-type: none"> Outdoor furniture and sensory plants Timetabling adjustments Staff training resources 	<ul style="list-style-type: none"> Regular wellbeing sessions in timetable Positive feedback from pupils/staff Reduction in playground behaviour incidents linked to outdoor provision 	Adaptation and resilience / Biodiversity
Use climate engagement to build pupil agency and reduce eco-anxiety	<ol style="list-style-type: none"> Teach solution-focused climate topics and skills for resilience. 	Deputy / Eco-Committee	<ul style="list-style-type: none"> PSHCE resources Time for mentoring - 	<ul style="list-style-type: none"> Increased pupil sense of agency (survey) 	Climate education and green careers

	2. Provide pupil mentoring and safe spaces to discuss environmental concerns. 3. Celebrate small wins and projects publicly (newsletters).	July 2026	Communication channels	- Reduced climate-related anxiety reported - Regular celebration items in newsletters	
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7. Opportunities for Pupil Leadership

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Strengthen Eco-Committee and school council leadership on sustainability	1. Establish Eco-Committee with clear terms of reference and pupil roles. 2. Set a plan to work towards a recognised award (e.g., Eco-Schools). 3. Provide training for pupil leaders on project planning and monitoring.	Headteacher / Year staff / Sustainability Lead April 2026	- Award application materials - Training session costs - Meeting time and display space	- Active Eco-Committee with regular meetings - Progress towards award (application submitted) - Pupil-led projects completed each term	Climate education and green careers
Give pupils responsibility for monitoring and reporting	1. Assign class energy/waste monitors and rota for composting/garden tasks. 2. Publish pupil-run sustainability dashboards and termly reports. 3. Involve pupils in menu feedback and biodiversity monitoring (wildlife counts).	Class teachers / Eco-Committee / Catering link Dec 2026	- Monitoring sheets - Display space - Basic monitoring equipment (thermometer, simple metres)	- Regular monitoring records produced - Pupil reports presented to governors - Evidence of decisions influenced by pupils (menu changes, plantings)	Climate education and green careers / Biodiversity

8. Procurement

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Make procurement more sustainable and locally focused	1. Add sustainability criteria to purchasing processes (local food, low-plastic, eco-cleaning).	SBM / Headteacher / Governors	- Procurement policy template	- Procurement policy updated	Decarbonisation / Biodiversity

	<p>2. Review suppliers and prioritise local and seasonal goods (align with new catering contract).</p> <p>3. Implement reusable alternatives for consumables (cups, plates, cutlery).</p>	<p>Jan 2027 (New contract)</p> <p>Sept 2025</p>	<ul style="list-style-type: none"> - Supplier list and evaluations - Budget for reusables 	<ul style="list-style-type: none"> - Proportion of local suppliers increased - Single-use plastics reduced significantly 	
Review cleaning products for eco-friendliness	<p>1. Trial eco-friendly cleaning products and evaluate effectiveness and cost.</p> <p>2. Engage cleaning staff and suppliers in training on reduced chemical use.</p> <p>3. Update cleaning contract specifications to include eco criteria.</p>	<p>Site manager / SBM</p> <p>April 2026</p>	<ul style="list-style-type: none"> - Samples of eco-products - Trial budget 	<ul style="list-style-type: none"> - Purchase eco-products - Positive trial outcomes (cleanliness & cost acceptable) - Reduced toxic chemical usage 	Biodiversity / Adaptation and resilience

9. Parents

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Engage parents in school sustainability aims and behaviour change	<p>1. Run termly information sessions and newsletters highlighting initiatives and how parents can help (walk to school, reusable bottles).</p> <p>2. Provide practical guidance on sustainable school uniform, active travel and food choices.</p> <p>3. Recruit parent volunteers for gardening and events.</p>	<p>Headteacher / Family liaison / Eco-Committee</p> <p>Ongoing</p>	<ul style="list-style-type: none"> - Communications materials - Event space and scheduling - Volunteer DBS and coordination 	<ul style="list-style-type: none"> - Increased parent attendance at sessions - Number of active parent volunteers - Improved parent-reported sustainable behaviours 	Climate education and green careers / Decarbonisation
Support home-school sustainability links	<p>1. Share home activity packs (gardening, energy audits, family pledges).</p> <p>2. Run family-focused sustainability challenges with incentives.</p>	<p>Eco-Committee / Class teachers / FLO</p> <p>Termly</p>	<ul style="list-style-type: none"> - Printed/digital activity packs - Tracking mechanism 	<ul style="list-style-type: none"> - Participation in family challenges - Evidence of home actions reported back to school 	Climate education and green careers

10. Transportation and Travel

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
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Increase active travel and reduce car use	<ol style="list-style-type: none"> Expand and promote Walk, Scoot, Bike and Park & Stride initiative with incentives and termly monitoring. Improve cycle/scooter storage and safety signage. Work with local authority to assess safe routes and crossing points. 	<p>Travel lead / Headteacher / Local authority contact</p> <p>Sept 2025</p>	<ul style="list-style-type: none"> - Cycle racks/shelters - Promotional materials and incentives - Liaison time with LA 	<ul style="list-style-type: none"> - Increased proportion of pupils arriving actively (measured by logs) - Uptake targets met each term - Improved storage capacity used 	Decarbonisation / Adaptation and resilience
Monitor and address air quality and drop-off impacts	<ol style="list-style-type: none"> Continue recording arrival modes and run targeted campaigns where car drop-off persists. Use data to inform parents and review parking arrangements to reduce idling. 	<p>Travel lead / FLO / Site manager</p> <p>Ongoing</p>	<ul style="list-style-type: none"> - Data collection tools - Communications budget - Signage for drop-off 	<ul style="list-style-type: none"> - Reduction in drop-off idling incidents - Demonstrable decline in car drop-offs near school - Better compliance with Park & Stride 	Decarbonisation

11. Digital Sustainability

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Reduce digital carbon footprint and use technology efficiently	<ol style="list-style-type: none"> Audit digital estate (servers, printers, devices) and implement power management settings. Move to cloud storage efficiently and reduce unnecessary printing; continue reducing paper towels and single-use. Provide staff guidance on energy-efficient device use and device lifecycle management. 	<p>IT lead / SBM / Site manager</p> <p>Sept 2025</p>	<ul style="list-style-type: none"> - Time for audit - IT policy updates - Staff guidance materials 	<ul style="list-style-type: none"> - Reduced unnecessary printing and energy use (metrics) - Device power settings implemented across school - Longer device replacement cycles documented 	Decarbonisation
Use digital tools to support climate learning and monitoring	<ol style="list-style-type: none"> Implement simple digital dashboards for energy and travel data. Use online platforms for pupil climate projects and data analysis. 	<p>FLO / IT lead / Sustainability Lead / Subject leads</p> <p>Sept 2025</p>	<ul style="list-style-type: none"> - Dashboard software or spreadsheet templates - Training for pupils and staff 	<ul style="list-style-type: none"> - Live or termly dashboards available - Pupils using data in learning tasks 	Climate education and green careers

12. Partnerships and Collaborations

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Build partnerships to support projects and expertise	<ol style="list-style-type: none"> 1. Formalise links with West Sussex (solar PV), local environmental groups, and biodiversity charities. 2. Partner with local secondary schools or colleges for expertise and green careers input. 3. Seek volunteer support from the community for garden and tree projects. 	Headteacher / Deputy / Sustainability Lead / Governors Sept 2027	<ul style="list-style-type: none"> - Contact lists and MOUs - Volunteer management process - Time for coordination 	<ul style="list-style-type: none"> - Memoranda of understanding or partnership agreements - Regular partner-led activities - Volunteer hours recorded and projects supported 	Climate education and green careers / Biodiversity
Access funding and grants for green projects	<ol style="list-style-type: none"> 1. Apply for grants for wildlife garden, biodiversity works, and energy efficiency. 2. Use pupil-led bids (Eco-Committee) as part of learning. 	SBM / Sustainability Lead / Eco-Committee April 2026	<ul style="list-style-type: none"> - Grant writer time or training - Project plans and costings - Matching funding where required 	<ul style="list-style-type: none"> - Successful grant applications - Funds secured to deliver wildlife/garden enhancements - Pupil involvement in bid process 	Biodiversity / Decarbonisation

13. Governance and Policy

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Embed sustainability in school governance and policy	<ol style="list-style-type: none"> 1. Adopt a formal School Environmental Policy with targets and publish it on the website. 2. Include sustainability as standing item at governor meetings with termly reports. 3. Align procurement, catering and health & safety policies with sustainability goals. 	Chair of Governors / Headteacher / SBM Jan 2027	<ul style="list-style-type: none"> - Template Environmental Policy - Time for governor training - Reporting templates 	<ul style="list-style-type: none"> - Policy published and endorsed by governors - Termly governor minutes show sustainability monitoring - Linked policies updated 	Decarbonisation / Adaptation and resilience
Set measurable targets and monitoring frameworks	<ol style="list-style-type: none"> 1. Establish baseline metrics (energy, waste, travel, biodiversity) and set 1-, 3- and 5-year targets. 	Sustainability Lead / SBM / Governors	<ul style="list-style-type: none"> - Data collection processes 	<ul style="list-style-type: none"> - Baseline established and targets published 	Decarbonisation / Biodiversity

	2. Produce an annual sustainability report for the school community.	Jan 2027	- Reporting template - Time for analysis	- Annual report published with progress against targets - Evidence of corrective actions where needed	
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14. Resilience and Adaptation

Objective	Actions	Person Responsible and by when?	Resources Needed	Success Criteria	DFE Area
Increase resilience to climate impacts and manage flood risk	<ol style="list-style-type: none"> 1. Review site flood risk given medium local risk and implement surface water management (rain gardens, permeable surfaces in grounds). 2. Ensure emergency plans account for extreme weather (heat, heavy rain) and maintain shaded outdoor spaces. 3. Plant additional native, drought- and flood-tolerant trees/shrubs to improve water management. 	<p>Site manager / Headteacher / LA estates</p> <p>Ongoing</p>	<ul style="list-style-type: none"> - Landscaping budget - Expert advice on sustainable drainage - Planting materials and volunteers 	<ul style="list-style-type: none"> - Surface water measures installed or planned - Updated emergency procedures with climate scenarios - Increased tree cover and improved ground permeability 	Adaptation and resilience / Biodiversity
Strengthen food and supply resilience	<ol style="list-style-type: none"> 1. Work with catering provider to ensure flexible menus and local supply chains to reduce disruption. 2. Develop on-site growing (school garden) to supplement food education and resilience. 	<p>Catering link / Sustainability Lead / Site manager/ SBM</p> <p>Jan 2027</p>	<ul style="list-style-type: none"> - Growing beds and tools - Agreements with local suppliers - Curriculum time for growing 	<ul style="list-style-type: none"> - Local supplier arrangements documented - School-grown produce used in lessons and small catering additions - Reduced reliance on single long supply chains 	Decarbonisation / Adaptation and resilience

Notes on prioritisation and next steps (for school leaders):

- Immediate (term 1): Appoint Sustainability Lead, reconstitute Eco-Committee, restart composting, begin Walk to School promotion, publish a short environmental policy. Conduct basic energy audit and PV liaison with West Sussex.
- Medium (term 2–3): Curriculum mapping for sustainability, CPD for staff, pilot eco-cleaning products, apply for small grants for wildlife garden and bee hotel.
- Long-term (within 1–3 years): Implement energy-efficiency works from audit, formal procurement changes, achieve an Eco-Schools award, and embed sustainability reporting in governance.

DfE alignment: objectives identify primary DfE areas relevant to each action (Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers).