



Cape Primary School - Climate Action Plan

1. Staff Expertise

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Develop staff knowledge and skills in climate change and sustainability	- Provide training on climate change, sustainability, and the school's climate action plan - Identify and share best practice examples from other schools - Encourage staff to attend external training and conferences	Headteacher	- Training budget - Time for staff development	- 100% of staff attend training - Staff report increased confidence and knowledge in climate-related topics - Staff implement new practises in their work	Decarbonisation, Climate education and green careers
Establish a dedicated sustainability team to lead and coordinate climate action	- Recruit a Sustainability Lead and team members from across the school - Define the team's roles, responsibilities, and decision-making authority - Provide the team with time and resources to carry out their work	Headteacher	- Dedicated staff time - Meeting space and resources	- Sustainability team is established and meets regularly - Team develops and implements the school's climate action plan	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

2. Staff/Pupils

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Engage staff and pupils in climate action initiatives	- Establish a 'Green Team' of staff and pupil representatives - Encourage staff and pupils to suggest and implement climate-friendly ideas	Sustainability Lead	- Meeting space - Communication channels (e.g., newsletter,	- Green Team is established and meets regularly - At least one new climate-friendly initiative is implemented each term	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	- Celebrate and share successes through school communications		assemblies)	- Staff and pupils report increased engagement and ownership of climate action	
Empower pupils to take a leading role in climate action	- Provide opportunities for pupils to lead climate-related projects and campaigns - Encourage pupil-led assemblies, workshops, and awareness-raising activities - Support pupils in developing and implementing their own climate action ideas	Sustainability Lead, Teachers	- Dedicated pupil time - Funding for pupil-led initiatives	- At least one pupil-led climate project is implemented each year - Pupils report increased confidence and leadership skills in climate action	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

3. Buildings/Grounds

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the energy efficiency of the school building	- Replace the existing heating system with a more energy-efficient system - Upgrade the roof to improve insulation and reduce heat loss - Explore the feasibility of installing solar panels on the roof	Site Manager	- Funding for building upgrades - Technical expertise (e.g., energy audits, contractors)	- New heating system installed and operational - Roof upgraded, with a measurable reduction in heat loss - Solar panel feasibility study completed	Decarbonisation
Enhance the school's green spaces and biodiversity	- Develop a plan to increase the amount of green space and biodiversity on the school grounds - Implement measures such as planting	Sustainability Lead, Site Manager	- Funding for landscaping and planting - Expertise in	- Increase in the total area of green space on the school grounds - Increased diversity of plant	Biodiversity



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	trees, creating wildflower meadows, and installing bird/insect boxes - Engage pupils in the design and maintenance of the school's green spaces		biodiversity and landscape design	and animal species observed on the school site - Pupils report increased engagement and learning about biodiversity	
To utilize the £5,000 Nature Parks grant secured by the school to improve greener spaces.	- Application made and funding secured, - Work with school council and science lead to plan for and spend the grant - Ensure any grounds works are completed - Purchase resources.	Science lead, site manager	As set out in the bid	Greener spaces developed within the school grounds.	biodiversity

4. School Lunches

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Reduce the carbon footprint of school lunches	- Introduce more plant-based and locally sourced menu options - Reduce food waste through improved meal planning and portion control - Encourage pupils to make sustainable food choices	Catering Manager	- Funding for sustainable food procurement - Training for catering staff on sustainable food preparation	- Measurable reduction in the carbon footprint of school lunches - Reduced food waste during mealtimes - Increased uptake of plant-based and locally sourced menu options	Decarbonisation
Educate pupils about sustainable food systems	- Incorporate lessons on sustainable food production, food miles, and food waste into the curriculum - Organise visits to local farms or food production facilities - Involve pupils in the school's food	Sustainability Lead, Teachers	- Curriculum resources - Funding for educational visits	- Pupils demonstrate increased knowledge and understanding of sustainable food systems - Pupils report changes in their food choices and behaviours at home	Decarbonisation, Climate education and green careers



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	growing initiatives				

5. Curriculum

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Embed climate change and sustainability across the curriculum	- Review the curriculum to identify opportunities to integrate climate change and sustainability topics - Develop lesson plans and resources to support teachers in delivering climate-related content - Provide training and support for teachers to confidently teach climate-related topics	Curriculum Lead, Sustainability Lead	- Curriculum development time - Training budget - Teaching resources	- Climate change and sustainability topics are integrated into at least one lesson per subject per year - Teachers report increased confidence in teaching climate-related content	Climate education and green careers
Provide opportunities for hands-on, experiential learning about climate action	- Establish a school garden or allotment for pupils to grow their own food - Organise field trips to local environmental sites (e.g., nature reserves, renewable energy facilities) - Encourage pupil-led projects and initiatives that address local climate-related issues	Sustainability Lead, Teachers	- Funding for outdoor learning resources - Transportation for field trips	- Pupils report increased engagement and understanding of climate action through hands-on learning experiences - At least one pupil-led climate action project is implemented each year	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



6. Wellbeing

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Support staff and pupil wellbeing in the face of climate change	- Provide training and resources on managing eco-anxiety and climate-related stress - Incorporate mindfulness and nature-based activities into the school day - Encourage staff and pupils to engage in physical activity and outdoor learning	Pastoral Lead, Sustainability Lead	- Training budget - Mindfulness resources - Outdoor learning equipment	- Staff and pupils report improved mental health and wellbeing - Increased participation in mindfulness and nature-based activities	Adaptation and resilience
Foster a sense of community and collective action around climate change	- Organise school-wide events and campaigns to raise awareness and inspire climate action - Encourage staff and pupils to share their climate-related concerns and ideas - Celebrate and recognise individual and collective achievements in climate action	Sustainability Lead, Pastoral Lead	- Communication channels (e.g., newsletters, assemblies) - Funding for climate-related events and campaigns	- Increased participation and engagement in school-wide climate events - Staff and pupils report a greater sense of community and collective purpose around climate action	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

7. Opportunities for Pupil Leadership

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Empower pupils to take a leading role in the	- Establish a 'Climate Action Council' of pupil representatives	Sustainability Lead,	- Dedicated meeting time and space	- Climate Action Council is established and meets	Decarbonisation, Adaptation and resilience, Biodiversity,



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
school's climate action initiatives	- Provide training and support for the Climate Action Council to develop and implement their own projects - Ensure the Climate Action Council has a voice in the school's decision-making processes	Pastoral Lead	- Funding for pupil-led initiatives	- regularly - Pupils report increased confidence and leadership skills in climate action - At least one pupil-led climate project is implemented each year	Climate education and green careers
Encourage pupil-led advocacy and awareness-raising activities	- Support pupils in organising climate-themed assemblies, workshops, and campaigns - Provide opportunities for pupils to engage with local decision-makers and community groups - Celebrate and share pupil-led climate action initiatives through school communications	Sustainability Lead, Pastoral Lead	- Communication channels (e.g., assemblies, school website) - Funding for pupil-led initiatives	- Pupils organise and deliver at least one climate-themed assembly or workshop per term - Pupils engage with at least one local decision-maker or community group per year - Increased awareness and engagement in the school's climate action initiatives	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

8. Procurement

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Ensure the school's procurement practises support sustainability and climate action	- Review the school's procurement policies and procedures to identify opportunities for improvement - Prioritise the purchase of energy-efficient, low-carbon, and environmentally-friendly products and services	Business Manager, Sustainability Lead	- Procurement policy review - Funding for sustainable procurement	- Procurement policy updated to include sustainability criteria - Measurable increase in the proportion of sustainable products and services purchased - Positive feedback from suppliers	Decarbonisation



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	- Engage with suppliers to encourage more sustainable practises			on the school's sustainable procurement practises	
Reduce waste and promote the circular economy through procurement	- Prioritise the purchase of products with minimal packaging or that can be reused, repaired, or recycled - Explore opportunities to lease or rent equipment and resources rather than purchasing them outright - Engage pupils in the school's sustainable procurement initiatives	Business Manager, Sustainability Lead	- Funding for circular economy initiatives - Pupil engagement resources	- Measurable reduction in the school's waste output - Increased proportion of leased or rented equipment and resources - Pupils report increased understanding of the circular economy	Decarbonisation

9. Parents

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Engage parents in the school's climate action initiatives	- Communicate the school's climate action plan and progress to parents through newsletters, meetings, and events - Encourage parents to support and participate in the school's climate-related activities and campaigns - Seek feedback and ideas from parents to inform the school's climate action plan	Sustainability Lead, Communications Lead	- Communication channels (e.g., newsletters, meetings) - Funding for parent engagement events	- Increased parent awareness and understanding of the school's climate action plan - Increased parent participation in the school's climate-related activities and campaigns - Parent feedback is incorporated into the school's climate action plan	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers
Empower parents to take climate action at home	- Provide resources and guidance to parents on how to reduce their household carbon footprint, increase energy efficiency, and adopt sustainable practises	Sustainability Lead, Pastoral	- Informational resources - Funding for	- Parents report implementing new climate-friendly practises at home	Decarbonisation, Adaptation and resilience, Climate



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
home	practises - Organise workshops and information sessions for parents on topics such as sustainable transportation, renewable energy, and sustainable consumption - Encourage parents to share their own climate action initiatives and successes with the school community	Lead	parent workshops and events	- Increased parent-led climate action initiatives shared with the school community - Positive feedback from parents on the school's support for climate action at home	education and green careers

10. Transportation and Travel

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable transportation options for staff and pupils	- Encourage and facilitate active travel (walking, cycling) to and from school WOW tracker - Install bike storage to support active travel - Investigate the feasibility of a school bus or shuttle service to reduce private car use	Facilities Manager, Sustainability Lead	- Bike storage and shower facilities - Funding for sustainable transportation initiatives	- Increased proportion of staff and pupils using active or public transportation to get to school - Reduced number of private cars used for school drop-off and pick-up - Feasibility study completed for a school bus or shuttle service	Decarbonisation
Educate staff and pupils about the environmental impact of transportation	- Incorporate lessons on the carbon footprint of different modes of transportation into the curriculum - Organise awareness-raising campaigns and events to encourage sustainable travel choices - Celebrate and recognise staff and	Sustainability Lead, Teachers	- Curriculum resources - Communication channels (e.g., assemblies, newsletters)	- Pupils demonstrate increased knowledge and understanding of the environmental impact of transportation - Increased awareness and engagement in the school's sustainable transportation initiatives - Staff and pupils report changes in their travel behaviours	Decarbonisation, Climate education and green careers



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	pupils who use sustainable transportation				

11. Digital Sustainability

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the energy efficiency and sustainability of the school's digital infrastructure	- Conduct an audit of the school's digital equipment and infrastructure to identify opportunities for improvement - Replace older, energy-intensive devices with more energy-efficient models - Implement power management and energy-saving features on all digital devices	IT Manager, Sustainability Lead	- Funding for digital equipment upgrades - Technical expertise (e.g., energy audits)	- Measurable reduction in the energy consumption and carbon footprint of the school's digital infrastructure - All digital devices are configured with energy-saving features	Decarbonisation
Promote sustainable digital practises among staff and pupils	- Develop and implement policies and guidelines for sustainable digital practises (e.g., reducing printing, using cloud storage, turning off devices) - Provide training and support for staff and pupils on sustainable digital habits - Encourage the use of digital tools and resources to reduce paper consumption and waste	IT Manager, Sustainability Lead	- Policy development time - Training resources	- Measurable reduction in paper consumption and waste - Staff and pupils report increased adoption of sustainable digital practises - Positive feedback from the school community on the sustainability of digital practises	Decarbonisation

12. Partnerships and Collaborations



Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Establish partnerships with local organisations to support the school's climate action initiatives	- Identify and reach out to local environmental groups, businesses, and community organisations to explore potential collaborations - Collaborate with local authorities and policymakers to advocate for climate-friendly policies and initiatives - Seek funding and resources from external partners to support the school's climate action plan	Headteacher, Sustainability Lead	- Time for partnership development - Funding for collaborative projects	- Successful partnerships established with at least three local organisations - Increased access to funding, resources, and expertise to support the school's climate action initiatives - The school's climate action plan is informed by and aligned with local climate policies and initiatives	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers
Share the school's climate action experiences and best practises with other schools and the wider community	- Participate in local and national networks and forums for sharing climate action best practises - Host open days, workshops, or webinars to showcase the school's climate action initiatives - Publish case studies and articles about the school's climate action journey	Sustainability Lead, Communications Lead	- Time for knowledge sharing activities - Communication channels (e.g., school website, social media)	- The school actively participates in at least two local or national climate action networks or forums per year - The school hosts at least one open day, workshop,	