



ST. ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON



"Let us love, not in word, but in truth and action." (1 John 3:18)

Long – Term Climate Action Plan 2025 – 2028 with Annual Short-Term Action Plan



In building solid foundations for every unique individual and putting God’s love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation.

Through strong community links, our children grow in **wisdom** and **understanding**, promote **justice** and possess **aspirations** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **humility** they show. They make brave choices and understand the importance of becoming the very best versions of themselves.

1. STAFF EXPERTISE

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Build staff capacity on energy efficiency and low-carbon school operations	1. Arrange training for all staff on simple energy-saving behaviours (lighting, heating, plug management). 2. Provide a short guide/checklist for classrooms and offices. 3. Create an internal “energy champion” volunteer from teaching/support staff to lead monitoring.	Headteacher & Energy Champion	- Trainer (external or LA sustainability officer) or online course materials - Time for inset/training - Printing/online guide	- At least one training session delivered within 6 months - Guide distributed to all staff - Energy Champion appointed and carrying out weekly checks	Decarbonisation	ST
Increase technical understanding of building systems for site staff	1. Provide targeted brief for site manager/caretaker on boiler maintenance priorities and lighting systems. 2. Arrange meeting with local authority/contractor to create a short maintenance plan for the older building and asbestos-safe works.	Site Manager & Headteacher	- Time with contractor/LA maintenance officer - Historic building notes/asbestos register - Small budget for consultancy time	- Maintenance plan documented within 3 months - Site manager signs off competency in written checklist	Decarbonisation / Adaptation and resilience	LT



2. STAFF/PUPILS

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Embed day-to-day low-carbon behaviours among staff and pupils	1. Introduce classroom switch-off routines and poster prompts. 2. Energy saving pledges created by each class, displayed in corridors. 3. Weekly “energy check” rota involving pupils and staff.	Class teachers & School Council lead	- Posters and pledge templates - Time for School Council to coordinate - Small reward budget for incentives	- 90% of classes display pledges - Weekly rota active and logged - Reduction in avoidable lighting/PC use observed	Decarbonisation	ST
Increase pupil awareness of climate actions through practical involvement	1. Run termly climate-themed project weeks (e.g., waste reduction, local biodiversity). 2. Pupil-led monitoring of recycling and food waste bins.	STEM coordinator & School Council	- Project resources and lesson plans - Bin signage and monitoring sheets - Support from Eco group	- At least one project week per term - Improved recycling rates measured termly - Pupil reports presented to governors	Climate education and green careers / Biodiversity	LT

3. BUILDINGS / GROUNDS

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Improve energy performance of the older building incrementally	1. Create a phased plan for boiler repair or replacement with LA/contractor and include asbestos-safe approach. 2. Conduct an energy audit / basic survey focusing on lighting, insulation opportunities, and boiler condition. 3. Prioritise LED replacement for old lighting in older part of school.	Headteacher & DBE property officer	- Funding for energy audit or LA support - Supplier quotes for LED replacement and boiler works - Asbestos register and certified contractors	- Audit completed within 3 months - LED retrofit plan and budget secured for older part - Boiler intervention plan agreed with timeline	Decarbonisation / Adaptation and resilience	ST



Increase green space and biodiversity within constrained site	1. Create container and raised-bed planting along available paved areas and courtyards. 2. Revisit installation of bird boxes and bug hotels on walls/fences. 3. Partner with village planting initiative (gold award) for shared activities.	School Council & Site Manager	- Planters, soil, seeds/trees suitable for containers - Tools and watering cans - Volunteer support from village/church	- At least 6 container beds established within one school year - Presence of bird boxes/bug hotels installed - Regular pupil-led gardening sessions	Biodiversity	LT
Manage site risks relating to noise and air from adjacent road	1. Plant visual/noise-mitigating container shrubs near the roadside where safe. 2. Ensure windows used for ventilation are on quieter/daytime schedule and consider indoor air-quality plants.	Headteacher & Site Manager	- Suitable shrubs/planters - Guidance on safe planting near roads - Classroom ventilation protocol	- Simple planting in place and maintained - Ventilation protocol reduces exposure during peak traffic times	Adaptation and resilience / Biodiversity	LT

4. SCHOOL LUNCHES

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Reduce food-related carbon and waste	1. Work with kitchen provider to increase plant-based meal options and label them. 2. Continue and expand food waste recycling; monitor quantities. 3. Run termly “meat-free” or “local food” days with educational materials.	Catering manager & Headteacher	- Menu planning support - Food waste weighing/monitoring equipment - Educational flyers/assembly content	- Increase in plant-based meal uptake by X% (baseline to be set) - Food waste tonnage tracked and reduced over the year - At least one themed day per term	Decarbonisation / Climate education and green careers	LT
Promote local sourcing and education about food systems	1. Source some ingredients locally where feasible (village suppliers). 2. Develop simple curriculum ties on where food comes from and seasonality.	Catering manager & Class teachers	- List of local suppliers - Curriculum materials - Budget allowances for local goods	- Local supplier trial completed - Curriculum lesson delivered to each key stage per year	Biodiversity / Climate education and green careers	ST



5. CURRICULUM

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Explore the possibility of becoming a Farm School	1.Appoint a staff project team to consider local opportunities that link with our curriculum. 2.Link with local farms and organisations with a clear long-term plan that meshes with our curriculum. 3.Consider local sustainability and how school can raise awareness within the curriculum.	Appointed staff group	Planning time Meeting time Initial audit	School will become a Farm School with clear and relevant links to our community	Climate education and green careers	ST
Integrate climate change and local environment into the curriculum	1. Map climate topics across year groups and identify curriculum links (science, geography, PSHE). 2. Introduce project-based learning using the school grounds (container gardens, air quality monitoring). 3. Provide teachers with lesson resources and CPD on climate education.	Curriculum lead & Eco Coordinator	- Curriculum mapping tool - Air quality/soil testing kits (simple) - CPD time and resources	- Climate-linked lessons planned for all year groups - At least two project-based activities per year - Teacher feedback shows increased confidence	Climate education and green careers	ST
Raise pupil awareness of green careers and local opportunities	1. Invite local volunteers (parish gardener, community conservationists, LA energy officer) for talks/workshops. 2. Include simple profiles of local green jobs in assemblies.	Careers lead & School Council	- Speaker contacts - Assembly materials - Volunteer DBS checks if needed	- At least two local guest sessions per year - Pupil understanding of 3 local green roles measured via simple surveys	Climate education and green careers	ST



6. WELLBEING

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Use green spaces and activities to support pupil wellbeing	1. Implement short daily/weekly outdoor classroom or reflection time in any available outdoor space or container garden. 2. Establish a “wellbeing garden” project with sensory plants appropriate for containers.	Wellbeing lead & Class teachers	- Planters and sensory plants - Time scheduling - Pupil volunteers and adult supervision	- Regular outdoor wellbeing sessions scheduled - Positive pupil feedback and observed calmer classroom behaviour - Garden maintained by pupils	Biodiversity / Adaptation and resilience	LT
Reduce stress from environmental events and noise	1. Provide quiet zones and indoor plants in classrooms to improve air and calm. 2. Create a noise-aware schedule (avoid outdoor quiet lessons during heavy traffic times).	Headteacher & SEND/Welfare lead	- Indoor plants - Timetabling adjustments - Communication with staff	- Decreased complaints about noise impact on lessons - Evidence of quieter lesson scheduling	Adaptation and resilience	ST LT

7. OPPORTUNITIES FOR PUPIL LEADERSHIP

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Strengthen the role of the School Council in climate action	1. Formalise an Eco subcommittee of the School Council with clear terms. 2. Give the group responsibility for monitoring recycling, energy checks and gardening activities. 3. Present termly reports to governors.	School Council lead & Headteacher	- Terms of reference template - Monitoring sheets - Time in meetings	- Eco subcommittee meets monthly - Termly reports submitted to governors - Measurable improvements in monitored areas	Climate education and green careers / Biodiversity	ST



Develop pupil-led projects with community links	1. Coordinate pupil projects with the village/church Bloom initiative (shared plantings, events). 2. Encourage pupils to design small fundraising or awareness campaigns for sustainability projects.	School Council & Community liaison	- Contact with village volunteers - Materials for events and campaigns - Budget for small project costs	- At least one joint community project per year - Pupil-led fundraiser or awareness campaign completed	Biodiversity / Climate education and green careers	LT
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8. PROCUREMENT

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Make procurement decisions that reduce carbon and waste	1. Adopt a simple sustainable procurement checklist for purchases (energy efficiency, recycled content, local suppliers). 2. Prioritise LED lighting and long-life fittings when replacing fixtures. 3. Seek local suppliers for small goods to reduce transport emissions.	Business manager / Headteacher	- Procurement checklist template - Supplier market list - Budget monitoring	- Procurement checklist adopted for all new purchases - LED purchases prioritised for maintenance work - Evidence of local supplier use where feasible	Decarbonisation / Biodiversity	ST
Reduce single-use items and material waste	1. Implement policy to reduce disposables in dining and classrooms (encourage reusables). 2. Centralise stationery and monitor for reuse.	Business Manager & Catering manager	- Reusable dishware investment plan - Central stationery storage - Communication to parents	- Reduction in single-use item purchases - Centralised stationery reused across classes	Decarbonisation	ST



9. PARENTS

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Engage parents in school climate actions and behaviour change	1. Send regular communications with tips for low-carbon home behaviours and travel choices. 2. Host an annual “Sustainability Open Evening” with pupil displays and practical tips. 3. Encourage parent volunteers for gardening and community projects.	Headteacher & Parent liaison	- Newsletter space - - Event planning time - - Volunteer sign-up process	- Parent newsletter items each term on sustainability - At least 20 parents attend the open evening - Active parent volunteer list for projects	Climate education and green careers / Decarbonisation	LT
Support active and sustainable travel	1. Provide information to parents about safe walking/cycling routes and public transport options. 2. Promote walking groups/park-and-stride initiatives where possible.	School Office & Travel lead (could be School Council rep)	- Route maps/flyers - - Coordination with local council if needed - - Promotion materials	- Uptake of park-and-stride or walking groups measurable rise - Decrease in single-car drop-offs at peak times	Decarbonisation / Adaptation and resilience	ST LT

10. TRANSPORTATION AND TRAVEL

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Reduce transport emissions associated with the school run	1. Survey parents to establish travel patterns and barriers to active travel. 2. Launch walking initiatives (walking bus, “Walk to School” weeks).	Headteacher & School Council	- Parent survey tool - - Promotional materials - Volunteer marshals for walking bus	- Baseline travel survey completed - Measurable increase in walking/public transport use within 6 months - - Participation in walking events	Decarbonisation	ST LT



Minimise emissions and safety issues from through-traffic near school	1. Work with local authority to review signage and possible speed/traffic calming near school. 2. Schedule outdoor activities to avoid peak noise/traffic times from buses/tractors.	Headteacher & Local authority contact	- Contact with LA highways - Evidence pack (photos, timings) - Time for meetings	- LA engagement initiated and response recorded - Reduced disruption during scheduled outdoor lessons	Adaptation and resilience	ST LT
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11. DIGITAL SUSTAINABILITY

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Reduce digital energy use and extend device lifespan	1. Implement device power management (auto-sleep) and shutdown protocols for all school computers. 2. Create inventory and maintenance schedule to extend lifespan of tablets/laptops. 3. Encourage printing reduction and double-sided use.	IT coordinator / Office manager	- Power management settings guide - Inventory spreadsheet - Printing policies	- Majority of school PCs set to auto-sleep and shutdown overnight - Device lifespan extended by scheduled maintenance - Reduction in print volumes	Decarbonisation	ST
Use digital tools to support climate learning without excess resource use	1. Use low-bandwidth resources where possible for remote learning. 2. Provide guidance to teachers on efficient digital resource use and file management.	IT coordinator & Curriculum lead	- Teacher guidance documents - Low-bandwidth teaching resource list - Training time	- Teacher adoption of guides - Reduced unnecessary cloud storage and large file sharing time	Decarbonisation / Climate education and green careers	LT



12. PARTNERSHIPS AND COLLABORATIONS

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Leverage local community and LA partnerships for projects and funding	<ol style="list-style-type: none"> 1. Formalise links with the village/church Bloom group for planting, volunteer access and shared events. 2. Engage LA for building condition support, energy audits and asbestos-safe refurbishment advice. 3. Explore grants (charitable, county environmental funds) for LED upgrades and gardening. 	Headteacher & Community liaison	- Contact list of partners - Time for meetings - Grant application support	- At least two active partnerships documented - Successful application or concrete quote for at least one funding opportunity - Joint projects delivered with community partners	Decarbonisation / Biodiversity / Adaptation and resilience	
Connect with nearby schools for shared learning	<ol style="list-style-type: none"> 1. Develop a small cluster of local schools to share best practice (energy actions, curriculum resources). 2. Host a termly cluster meeting or online forum. 	Headteacher & Eco Coordinator	- Time for coordination - Shared online platform or meeting space	- Cluster established with regular exchanges - Shared resources adopted by St. Anne's	Climate education and green careers	LT

13. GOVERNANCE AND POLICY

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Ensure climate actions are embedded in school governance	<ol style="list-style-type: none"> 1. Add a sustainability/climate item to governing body meetings termly. 2. Adopt a short Climate and Sustainability Statement for the school. 	Headteacher & Chair of Governors	- Template statement - Time allocation in governor meetings - Monitoring data templates	- Sustainability item on termly governing agenda - Statement published on website - Annual targets set and progress reported	Decarbonisation / Climate education and green careers	ST ST ST



	3. Set simple annual targets (energy, waste, biodiversity) and review progress.					
Ensure safe compliance with building risks and procurement	1. Ensure asbestos register is up-to-date and communicated to contractors. 2. Align procurement policies with sustainability and health & safety requirements.	Headteacher & Site Manager	- Asbestos register - Procurement policy template - Contractor vetting process	- Asbestos register reviewed and shared with contractors - Procurement policy updated with sustainability criteria	Adaptation and resilience / Decarbonisation	ST ST

14. RESILIENCE AND ADAPTATION

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area	Short-Term / Long-Term
Improve building resilience and safe response to maintenance risks	1. Produce a basic resilience plan addressing boiler failure, heating loss and asbestos-safe works. 2. Ensure a contingency plan for heating outages (spare blankets, temporary arrangements). 3. Schedule regular checks of critical systems and record them.	Headteacher & Site Manager	- Template resilience plan - Emergency supplies (blankets/heater alternatives) - Maintenance logbook	- Resilience plan completed and accessible - Contingency supplies available - Maintenance logs up to date	Adaptation and resilience	ST LT ST
Prepare for climate-related impacts on school operations	1. Assess and document risks related to local air quality, noise, and limited green space; set mitigation actions (ventilation schedules, indoor activities). 2. Build capacity for flexible learning (indoor/outdoor) in extreme weather or during noisy periods.	Headteacher & Wellbeing lead	- Risk assessment templates - Timetabling flexibility - Staff training time	- Risk assessment completed with mitigation actions - Flexible timetables used when required - Minimal learning disruption during incidents	Adaptation and resilience	LT LT

Notes to support implementation: prioritise low-cost, high-impact actions first (behaviour change, LED retrofit of older lighting, energy checks, and pupil-led recycling). Use the school council/Eco subcommittee and village Bloom partnership to stretch limited green space into biodiverse planters and to access volunteers. Coordinate with the local authority early for building and asbestos-related technical work; grant funding may be required for larger capital works such as boiler replacement.



YEARLY ACTION PLAN DECEMBER 2025 – DECEMBER 2026

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
STAFF EXPERTISE					
Build staff capacity on energy efficiency and low-carbon school operations	1. Arrange training for all staff on simple energy-saving behaviours (lighting, heating, plug management). 2. Provide a short guide/checklist for classrooms and offices. 3. Create an internal “energy champion” volunteer from teaching/support staff to lead monitoring.	Headteacher & Energy Champion	- online course materials - Time for training - Printing/online guide	- At least one training session delivered within 6 months - Guide distributed to all staff - Energy Champion appointed and carrying out weekly checks	Decarbonisation
STAFF / PUPILS					
Embed day-to-day low-carbon behaviours among staff and pupils	1. Introduce classroom switch-off routines and poster prompts. 2. Energy saving pledges created by each class, displayed in corridors. 3. Weekly “energy check” rota involving pupils and staff.	Class teachers & School Council lead	- Posters and pledge templates - Time for School Council to coordinate - Small reward budget for incentives	- 90% of classes display pledges - Weekly rota active and logged - Reduction in avoidable lighting/PC use observed	Decarbonisation
BUILDINGS / GROUNDS					
Embed day-to-day low-carbon behaviours among staff and pupils	1. Introduce classroom switch-off routines and poster prompts. 2. Energy saving pledges created by each class, displayed in corridors. 3. Weekly “energy check” rota involving pupils and staff.	Class teachers & School Council lead	- Posters and pledge templates - Time for School Council to coordinate - Small reward budget for incentives	- 90% of classes display pledges - Weekly rota active and logged - Reduction in avoidable lighting/PC use observed	Decarbonisation



<p>Improve energy performance of the older building incrementally</p>	<p>1.Create a phased plan for boiler repair or replacement with LA/contractor and include asbestos-safe approach. 2.Conduct an energy audit / basic survey focusing on lighting, insulation opportunities, and boiler condition. 3.Prioritise LED replacement for old lighting in older part of school.</p>	<p>Headteacher & DBE property officer</p>	<p>- Funding for energy audit or LA support - Supplier quotes for LED replacement and boiler works - Asbestos register and certified contractors</p>	<p>- Audit completed within 3 months - LED retrofit plan and budget secured for older part - Boiler intervention plan agreed with timeline</p>	<p>Decarbonisation / Adaptation and resilience</p>
<p>SCHOOL LUNCHES</p>					
<p>Promote local sourcing and education about food systems</p>	<p>1. Source some ingredients locally where feasible (village suppliers). 2. Develop simple curriculum ties on where food comes from and seasonality.</p>	<p>Catering manager & Class teachers</p>	<p>- List of local suppliers - Curriculum materials - Budget allowances for local goods</p>	<p>- Local supplier trial completed - Curriculum lesson delivered to each key stage per year</p>	<p>Biodiversity / Climate education and green careers</p>
<p>CURRICULUM</p>					
<p>Explore the possibility of becoming a Farm School</p>	<p>1.Appoint a staff project team to consider local opportunities that link with our curriculum. 2.Link with local farms and organisations with a clear long-term plan that meshes with our curriculum. 3.Consider local sustainability and how school can raise awareness within the curriculum.</p>	<p>Appointed staff group</p>	<p>Planning time Meeting time Initial audit</p>	<p>School will become a Farm School with clear and relevant links to our community</p>	<p>Climate education and green careers</p>
<p>Integrate climate change and local environment into the curriculum</p>	<p>1. Map climate topics across year groups and identify curriculum links (science, geography, PSHE). 2. Introduce project-based learning using the school grounds (container gardens, air quality monitoring). 3. Provide teachers with lesson resources and CPD on climate education.</p>	<p>Curriculum lead & Eco Coordinator</p>	<p>- Curriculum mapping tool - Air quality/soil testing kits (simple) - CPD time and resources</p>	<p>- Climate-linked lessons planned for all year groups - At least two project-based activities per year - Teacher feedback shows increased confidence</p>	<p>Climate education and green careers</p>



Raise pupil awareness of green careers and local opportunities	1. Invite local volunteers (parish gardener, community conservationists, LA energy officer) for talks/workshops. 2. Include simple profiles of local green jobs in assemblies.	Careers lead & School Council	- Speaker contacts - Assembly materials - Volunteer DBS checks if needed	- At least two local guest sessions per year - Pupil understanding of 3 local green roles measured via simple surveys	Climate education and green careers
WELLBEING					
Reduce stress from environmental events and noise	1. Provide quiet zones and indoor plants in classrooms to improve air and calm.	Headteacher & SEND/Welf are lead	- Indoor plants - Communication with staff	- Evidence of quieter lesson scheduling	Adaptation and resilience
OPPORTUNITIES FOR PUPIL LEADERSHIP					
Strengthen the role of the School Council in climate action	1. Formalise an Eco subcommittee of the School Council with clear terms. 2. Give the group responsibility for monitoring recycling, energy checks and gardening activities. 3. Present termly reports to governors.	School Council lead & Headteacher	- Terms of reference template - Monitoring sheets - Time in meetings	- Eco subcommittee meets monthly - Termly reports submitted to governors - Measurable improvements in monitored areas	Climate education and green careers / Biodiversity
PROCUREMENT					
Make procurement decisions that reduce carbon and waste	1. Adopt a simple sustainable procurement checklist for purchases (energy efficiency, recycled content, local suppliers). 2. Prioritise LED lighting and long-life fittings when replacing fixtures. 3. Seek local suppliers for small goods to reduce transport emissions.	Business manager / Headteacher	- Procurement checklist template - Supplier market list - Budget monitoring	- Procurement checklist adopted for all new purchases - LED purchases prioritised for maintenance work - Evidence of local supplier use where feasible	Decarbonisation / Biodiversity
Reduce single-use items and material waste	1. Implement policy to reduce disposables in dining and classrooms (encourage reusables). 2. Centralise stationery and monitor for reuse.	Business Manager & Catering manager	- Reusable dishware investment plan - Central stationery storage - Communication to parents	- Reduction in single-use item purchases - Centralised stationery reused across classes	Decarbonisation



PARENTS

Support active and sustainable travel	1. Provide information to parents about safe walking/cycling routes and public transport options.	School Office & Travel lead (could be School Council rep)	- Route maps/flyers - Coordination with local council if needed - Promotion materials	- Uptake of park-and-stride or walking groups measurable rise - Decrease in single-car drop-offs at peak times	Decarbonisation / Adaptation and resilience
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TRANSPORTATION AND TRAVEL

Reduce transport emissions associated with the school run	1. Survey parents to establish travel patterns and barriers to active travel.	Headteacher & School Council	- Parent survey tool - Promotional materials - Volunteer marshals for walking bus	- Baseline travel survey completed - Measurable increase in walking/public transport use within 6 months - Participation in walking events	Decarbonisation
Minimise emissions and safety issues from through-traffic near school	1. Work with local authority to review signage and possible speed/traffic calming near school.	Headteacher & Local authority contact	- Contact with LA highways - Evidence pack (photos, timings) - Time for meetings	- LA engagement initiated and response recorded - Reduced disruption during scheduled outdoor lessons	Adaptation and resilience

DIGITAL SUSTAINABILITY

Reduce digital energy use and extend device lifespan	1. Implement device power management (auto-sleep) and shutdown protocols for all school computers. 2. Create inventory and maintenance schedule to extend lifespan of tablets/laptops. 3. Encourage printing reduction and double-sided use.	IT coordinator / Office manager	- Power management settings guide - Inventory spreadsheet - Printing policies	- Majority of school PCs set to auto-sleep and shutdown overnight - Device lifespan extended by scheduled maintenance - Reduction in print volumes	Decarbonisation
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GOVERNANCE AND POLICY



<p>Ensure climate actions are embedded in school governance</p>	<p>1. Add a sustainability/climate item to governing body meetings termly. 2. Adopt a short Climate and Sustainability Statement for the school. 3. Set simple annual targets (energy, waste, biodiversity) and review progress.</p>	<p>Headteacher & Chair of Governors</p>	<p>- Template statement - Time allocation in governor meetings - Monitoring data templates</p>	<p>- Sustainability item on termly governing agenda - Statement published on website - Annual targets set and progress reported</p>	<p>Decarbonisation / Climate education and green careers</p>
<p>Ensure safe compliance with building risks and procurement</p>	<p>1. Ensure asbestos register is up-to-date and communicated to contractors. 2. Align procurement policies with sustainability and health & safety requirements.</p>	<p>Headteacher & Site Manager</p>	<p>- Asbestos register - Procurement policy template - Contractor vetting process</p>	<p>- Asbestos register reviewed and shared with contractors - Procurement policy updated with sustainability criteria</p>	<p>Adaptation and resilience / Decarbonisation</p>
<p>RESILIENCE AND ADAPTATION</p>					
<p>Improve building resilience and safe response to maintenance risks</p>	<p>1. Produce a basic resilience plan addressing boiler failure, heating loss and asbestos-safe works. 2. Ensure a contingency plan for heating outages (spare blankets, temporary arrangements). 3. Schedule regular checks of critical systems and record them.</p>	<p>Headteacher & Site Manager</p>	<p>- Template resilience plan - Emergency supplies (blankets/heater alternatives) - Maintenance logbook</p>	<p>- Resilience plan completed and accessible - Contingency supplies available - Maintenance logs up to date</p>	<p>Adaptation and resilience</p>