

Downholland Haskayne CE Primary

School Climate Action Plan

In line with the Department for Education's (DfE) requirements, our plan includes at least one action from these four key areas:

1. decarbonisation
2. biodiversity
3. adaptation and resilience
4. climate education and green careers goals

CLIMATE AMBASSADORS

In association with EAUC, STEM Learning and the University of Reading

Decarbonisation

Our Vision (how can you reduce emissions and support students to be part of the transition to net zero?):

Downholland Haskayne CE Primary School is committed to achieving a low-carbon future by reducing greenhouse gas emissions across all operations, integrating renewable energy solutions, and fostering a culture of sustainability through education and community engagement."

Action and key steps	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Take part in a switch off campaign Take part in a Switch-Off campaign, e.g. Switch-Off Fortnight . Aim for 10% reduction of energy use (the typical amount saved by participating schools).	Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	All staff	Start: September 2025 Review: June 2026	https://iointhePod.org/campaigns/sof25	Reviewing our Energy Usage	
Monitor energy use on a regular basis through platforms such as Energy Sparks Sign up to Energy Sparks . This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.	Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	All staff	Start: September 2025 Review: June 2026	Energy Sparks	Reviewing our Energy Usage	
Review your BMS/BEMS controls for the evenings, weekends and school holidays, when the building may be out of use Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the	Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	All staff	Start: September 2025 Review: June 2026		Reviewing our Energy Usage	

non-essential building systems are shut down or reduced to minimum when unoccupied.					
<p>Review your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms</p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</p>		Start: September 2025 Review: June 2026		Reviewing our Energy Usage	
<p>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.</p>		Start: September 2025 Review: June 2026	Production of posters around the school	Reviewing our Energy Usage	
<p>Ensure your hot water system has efficient timings and temperature set</p> <p>Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.</p>		Start: September 2025 Review: June 2026		Reviewing our Energy Usage	

<p>Investigate the potential for solar panels</p> <p>Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you. Providers we recommend checking with: Solar for Schools & Eden Sustainable. (Note: There is a Let's Go Guide for this action)</p>			<p>Start: September 2025</p> <p>Review: June 2026</p>			
<p>Review the state of insulation in your building</p> <p>Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.</p>			<p>Start: September 2025</p> <p>Review: June 2026</p>			
<p>Consider carbon footprint and environmental practices of the services/companies you use</p>			<p>Start: September 2025</p> <p>Review: June 2026</p>			
<p>Include sustainability as part of your criteria for procurement</p> <p>This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste. This action can follow the development of a sustainable procurement policy.</p>			<p>Start: September 2025</p> <p>Review: June 2026</p>			
<p>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases)</p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. choosing</p>			<p>Start: September 2025</p> <p>Review: June 2026</p>	<p><u>lates/</u></p>		

only appliances that are the highest efficiency rating for that product.						
Start or improve composting and food waste facilities (onsite) To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors.		RHo to investigate possibility	Start: September 2025 Review: June 2026			
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.		RHo to investigate possibility	Start: September 2025 Review: June 2026			
Engage with a plastic reduction campaign e.g. Plastic Clever Schools Become a Plastic Clever School . Gain this award and show your commitment to reducing plastic waste.		MWi to investigate and lead on this	Start: September 2025 Review: June 2026	https://plasticcleverschools.co.uk		
Explore or expand paperless platforms/ printing software that can reduce paper consumption Explore paperless platforms that can reduce paper consumption e.g. Showbie		MWi and GBo to work together on this	Start: September 2025 Review: June 2026			
Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.			Start: September 2025 Review: June 2026	https://www.wastebuster.co.uk/resources/teaching-pack/recycle-now-with-busta-waste-audit-and-action-plan-guide/580		

Adaptation and Resilience

Our Vision (how can you adapt your buildings and systems to prepare for the effects of climate change?):

At this current moment, this is not a priority at Downholland Haskayne

Action and key steps	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
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Biodiversity

Our Vision (how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?):

Through our already established Forest School Curriculum and with a renewed focus on biodiversity, we are encouraging our pupils to be more environmentally aware in the future and fostering connections with nature.

Action and key steps	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Enrol with <u>The Nature Park (NENP)</u> The NENP aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Behaviour and attitudes: Pupils behave with consistently high levels of respect for others. They play a		Start: September 2025 Review: June 2026	https://www.educationnaturepark.org.uk/		

Increase planting of available areas Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.	highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school action on protecting nature		Start: September 2025 Review: June 2026		
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.			Start: September 2025 Review: June 2026	https://www.educationnaturepartner.org.uk/resource/record-wildlife-your-site	

			Review: June 2026			
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Climate Education and Green Skills

Our Vision (how can you prepare students for a world impacted by climate change through education & practice?):

Through an informed awareness of our goals and the progress we are making against them, we are keeping our students informed about the importance of energy efficiency in terms of practicality and a raised environmental awareness.

Action and key steps	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person	Quality of Education: The school's curriculum intent and implementation takes into account		Start: September 2025			

has oversight, taking the title of 'Sustainability Lead'.	the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.		Review: June 2026			
Add sustainability goals/ projects/ successes to school website Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.			Start: September 2025 Review: June 2026			
Appoint a sustainability focused Governor Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.			Start: September 2025 Review: June 2026			