

Climate Action Plan 2026-29

Intent	Implementation (specific actions and responsibilities)	When? Who?	Impact?	Evaluation/ Next Steps
Leadership				
Embed a clear, shared sustainability vision across all school policies, strategies, and decision-making. Build leadership and staff capacity through targeted professional development and induction. Strengthen whole-community ownership of climate action through communication, procurement, and engagement.	Establish and communicate a clear sustainability vision aligned with the school's strategic priorities. Integrate sustainability and climate action into all relevant school policies and improvement plans. Explicitly align the strategy with the UNESCO 17 Sustainable Development Goals. Ensure all members of the school community understand their role in delivering the strategy. Develop and deliver a structured CPD programme focused on sustainability leadership and practice, ensuring it forms part of staff induction process. Embed sustainable procurement principles within policy and purchasing processes. Actively engage parents, partners, and the wider community in climate and sustainability initiatives.	CG -Aut 26	A coherent, school-wide approach to climate action, with sustainability embedded in leadership, policy, and decision-making. Increased staff confidence and capability to lead and implement sustainability initiatives through consistent CPD and induction. Improved awareness, ownership, and accountability for climate action across the whole school community.	

Decarbonisation				
Energy Create a positive culture and influence behaviour change around reducing energy efficiency Increase energy-efficiency of the school site Increase use of renewable energy sources on the school site.	Conduct a full energy audit of the school building. Review existing boiler systems and explore replacing them with energy-efficient heat pumps. Assess windows for heat loss and consider upgrades to double/triple glazing where needed. Inspect walls and insulation for gaps or areas of heat loss; address identified issues. Install draft excluders on doors and improve insulation where necessary. Fit radiator reflector panels to improve heating efficiency. Investigate installing timers on PCs and interactive whiteboards to reduce unnecessary energy use. Upgrade to energy-efficient printers and other office equipment. Replace existing lighting with LED energy-efficient alternatives where possible. Ensure electrical devices are fully powered down rather than left on standby. Energy - OSOW Aut 26	AC Spring 26		Ordered Feb 26
	Conduct a feasibility audit to assess the suitability of the roof for solar panel installation. Explore grant funding or government schemes to support renewable energy projects.	Spring 2026	Reduce the school's carbon output. Foster a culture of sustainability and environmental understanding among pupils and staff.	Completed Feb 26 Completed Feb 26 Completed Feb 26
		Spring 2026 Spring 2026 AC Autumn 2026		Meeting scheduled March 26 Meeting scheduled March 26

Travel Create a positive culture and behaviour change around transport use	Travel - OSOW Sum 26 Embed low-carbon travel into trip planning by prioritising local destinations and maximising the use of public transport and walking for school trips and swimming. Increase the support school could provide in helping parents to find rotas/ matching service/car pool. Carry out a survey to find out how many parents already have rotas in place. Newsletters/social media to support parent education. Explore Electric car charging, promote staff car share	CG - Summer 26 CG/LV - ongoing DG - Summer 26 AC	School community is aware of the importance of reducing carbon emissions. School community more aware of the environmental impact of their choices. School community begin to make more sustainable choices.	
Adaptation and resilience				
Reduce the risk of school closures and disruption to lessons	Plant trees to provide natural shade, reduce surface temperatures, and improve air quality. Install canopies or shaded seating areas in outdoor spaces. Introduce vertical planting or green screens to reduce heat build-up on walls. Replace hard, heat-retaining surfaces with permeable and planted areas where possible Create a Heat wave protocol for staff for action in extreme heat Install water butts to collect rainwater for irrigation. Incorporate rainwater harvesting systems where feasible. Use raised planters and rain gardens to absorb and slow runoff.	AC Spring 2026	Ensure school site can cope with more extreme weather. Adaptation measures can help manage runoff and reduce strain on drainage systems.	Completed Feb 2026

Biodiversity				
Increase or enhance green space on the school site.	Biodiversity Sum 27			
	Establish a gardening or eco club to support biodiversity and habitat creation on site.	CG	Connect students and staff with nature.	
	Develop and implement an outdoor learning plan ensuring all classes regularly use school grounds and local natural areas.	CG	Develop knowledge and skills relating to biodiversity and growing/gardening	
	Increase curriculum-linked visits to local green spaces and nature-rich environments.	CG/JG – ongoing		
	Introduce plants in every classroom to support indoor biodiversity awareness and wellbeing.			
Waste and consumption				
Reduce the amount of waste produced on the school site.	Consumption/waste - OSOW Spr 26			
	Half term project	CG - Spr 26	Create a positive culture around reducing waste and overconsumption of resources. Instilling lifelong knowledge, values and habits that promote sustainability.	
	Build staff and student understanding of waste,		Reduce the school's carbon output.	
	Reduce carbon footprint of our school menu, consult with school council to ensure that vegetarian options are feasible. resource overconsumption, and their links to the climate and ecological emergency.		Establish lifelong changes in the diets of the school community	
Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency.	Increase waste reduction and recycling initiatives across the school site.		To work with Eco Judasim to 'green' the JS curriculum, adding in specific lessons.	
	Support low-waste, plastic-free school events, working with SEED and PSA to embed sustainable practices.			Letter sent to PSA - continue to monitor

	Organise community litter picks, in partnership with local shuls and Brent council. Provide experiential learning opportunities, including educational visits to recycling or waste-management facilities. Monitor and analyse food waste by weighing kitchen waste and comparing data across days and, where possible, with other schools. Implement clear kitchen procedures for food scraping and cold-water rinsing to improve waste separation and reduce contamination. Establish the school as a battery recycling hub for the school and wider community.			Scales in school - food being weighed Children scraping - not contaminating with blue roll Rinse in cold water Battery recycling hub bought - add to newsletter
Climate education and green skills				
Support teachers with embedding climate education in their existing curriculum. Develop teachers' confidence in teaching about climate change Develop students' knowledge and skills relating to climate justice.	Deliver ongoing staff training through INSETs and targeted CPD on climate and sustainability education. Curate and share teaching resources to support consistent, high-quality delivery across subjects. Explore and implement external workshops to enhance classroom practice. Support the Eco Committee to set and achieve targets towards the Eco-Schools Green Flag award.	CG ongoing RS - Sum 26	Foster awareness, drive behavioural changes, and build resilience of whole school community. Pupils understand the wide ranging impacts of climate change. Pupils feel empowered to take climate action.	

	Ensure all pupils actively participate in ongoing sustainability projects across the school. Map climate education across the curriculum to ensure progression, coherence, and appropriate assessment. Develop sustainability pledges involving pupils, parents, and the wider community.			
Green careers				
Empower students by increasing their knowledge and awareness of green careers	Embed green career pathways within sustainability teaching, using subject-linked career profiles (e.g. conservation roles within geography units on natural resources). Ensure Year 6 careers week explicitly features a range of green and sustainability-focused careers. Invite external speakers whose work supports the curriculum and highlights real-world green careers. Plan educational visits that link climate action learning to future employment opportunities.	CG – throughout the year	Increase students' exposure to climate action in the real world.	