Sustainability and Climate Change Action

SFET

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

Subject:	Sustainability and Climate Change	**Climate and Sustainability Lead:**	Teagan McFall

Intent:

At The Raleigh School, we recognise that our pupils are growing up in a world where climate change and environmental sustainability will shape many aspects of their lives. We are committed to preparing them not only with knowledge, but with the values, confidence and practical skills needed to make responsible choices and contribute positively to their communities and the wider world. Our intention is to create a school culture where sustainability is visible, meaningful and woven into everyday life.

We aim to support pupils in developing a deep understanding of how human actions affect the environment and how thoughtful, informed decisions can lead to positive change. Through hands-on experiences, time spent outdoors and opportunities to explore real environmental challenges, pupils will learn to appreciate the natural world and understand their role in protecting it. We want children to feel empowered rather than overwhelmed, and to see themselves as capable of influencing the future.

As a school, we will model the behaviours we hope to inspire. This includes making responsible choices about how we use energy and resources, reducing waste where possible and considering environmental impact when planning improvements or long-term developments. Our approach will be realistic and manageable, ensuring that sustainability is embedded in a way that supports staff, pupils and the wider school community.

We believe that pupils learn best when they see meaningful action around them. Through pupil leadership, community involvement and whole-school initiatives, we will create opportunities for children to take ownership of sustainability projects and share their ideas. Our aim is for every child at The Raleigh School to leave with a strong sense of environmental responsibility, an understanding of their power to make a difference and the belief that their actions can contribute to a more sustainable future.

The following action plan has been created with the support from the Sustainability Support in Education website and using DfE guidance.

Sustainability leadership and climate action plans in education - GOV.UK

Sustainability and Climate Change Action

	Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators(KPIS)- Intended Evidence of impact	Monitoring and evaluation of actions and impact (RAG)		
							Autumn	Spring	Summer
Sustainability Fundamentals	To create strong leadership, clear roles and shared responsibility for sustainability across the school.	• Identify and appoint a named Climate and Sustainability Lead. • Appoint a Sustainability Governor to support strategic oversight. • Clarify how sustainability links to existing roles (site-team, curriculum leads, pupil leadership) • Establish a pupil Eco Council.	Climate and Sustainability Lead	Summer 2026	No additional cost – use existing leadership structures.	• Roles clearly defined and understood by staff and governor. • Sustainability referenced in leadership meetings and pupil voice discussions. • Eco Council actively meeting, contributing ideas and feedback.			

	Objective	Actions	Lead	Timescale	Cost	Success Criteria			
	To build a clear picture of the school's current sustainability position, including resource use, site limitations and the views of the school community.	- Review existing data on energy, water and waste to establish a baseline. - Conduct a site review to identify practical constraints (e.g., land use, building limitations). - Gather pupil voice through assemblies, surveys or Eco Council discussions. - Hold staff discussions to understand current practice and identify opportunities for improvement. - Summarise findings to agree initial priorities for the next phase of sustainability work.	Climate and Sustainability Lead	Summer 2026	No additional cost – use existing leadership structures.	- Clear baseline understanding of the school's environmental impact. - Identified constraints and opportunities for future action. - Agreed set of initial sustainability priorities informed by staff and pupil voice.			

		To raise whole-school awareness of sustainability and ensure pupils, staff and families understand their role in supporting positive environmental action.	• Introduce regular sustainability messaging through assemblies, newsletters and displays. • Use pupil leadership structures (Eco Council, School Council) to promote sustainable behaviours. • Provide staff with simple guidance on everyday sustainable actions (energy saving, waste reduction). • Celebrate sustainability successes across the school to build	Climate and Sustainability Lead	Ongoing from September 2025	No additional cost – use existing leadership structures.	• Increased awareness of sustainability across pupils, staff and families. • Pupils demonstrate positive environmental behaviours in school. • Sustainability referenced regularly in school communications and leadership discussions. • Stronger sense of shared responsibility across the school community.			

		momentum and shared ownership. • Establish annual sustainability events or themed weeks to maintain visibility and engagement.							

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Biodiversity	To improve the quality of natural habitats on the school site so that wildlife can thrive and pupils can learn from a richer, more diverse environment.	• Identify areas of the school grounds suitable for habitat enhancement (e.g., quiet corners, unused borders, shaded areas). • Introduce small-scale habitat improvements such as log piles, mini-ponds, wildflower strips or pollinator-friendly planting. • Work with pupils to design and maintain these areas through Eco Council projects or class-based activities.	Climate and Sustainability Lead	Academic Year 2025-2026	Resources from environmental groups such as planting materials and habitat resources. Approx. £300 for additional resources.	• Increased presence of insects, birds and small wildlife in designated areas. • Pupils can explain how different habitats support biodiversity. • Visible improvements to school grounds that are used for learning and observation.			

		• Develop signage to help pupils identify species and understand how each habitat supports biodiversity. • Review progress termly and adapt planting or maintenance based on seasonal needs.							
	To strengthen understanding across the school community of why biodiversity matters and how individual actions can help protect and enhance local ecosystems.	• Provide staff training or briefing sessions on the importance of biodiversity and how it links to sustainability. • Deliver assemblies and class discussions to introduce pupils to key biodiversity concepts. • Create a "Biodiversity Focus Month" with activities	Climate and Sustainability Lead	Summer 2026	Minimal cost – mainly staff time and use of existing outdoor resources.	• Staff demonstrate improved understanding of biodiversity and its role in sustainability. • Pupils show increased enthusiasm and knowledge during outdoor learning. • Families engage with biodiversity initiatives			

		such as species hunts, nature journaling or outdoor learning challenges. • Share updates with families through newsletters, photos and pupil-led reports. • Encourage classes to adopt an area of the school grounds to monitor and care for throughout the year.				through feedback or participation. • Clear evidence of pupil-led care for outdoor spaces.		

						Monitoring and evaluation of

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Education and Skills	To understand pupils' current knowledge of sustainability and identify where environmental education is already taking place across the curriculum.	• Conduct a curriculum audit to identify where sustainability, climate change and environmental responsibility are currently taught. • Develop and deliver a pupil questionnaire to assess children's understanding, interests and misconceptions. • Hold discussions with staff to gather insight into existing practice and opportunities for improvement.	Climate and Sustainability Lead	September 2026	No cost – uses existing staff time and internal systems.	• Clear overview of where sustainability is taught across subjects. • Strong understanding of pupils' baseline knowledge and attitudes. • Identified priorities for strengthening sustainability education.			

		• Summarise findings to identify strengths, gaps and next steps for whole-school development.							
	To increase the use of outdoor learning and the school grounds to support pupils' understanding of sustainability, wellbeing and the natural environment.	• Further develop outdoor learning opportunities and integrate them into year-group planning. • Include outdoor learning and environmental awareness as a key focus in the School Development Plan. • Invite guest speakers, environmental educators or	Climate and Sustainability Lead	September 2026	No cost – uses existing outdoor spaces and community partnerships.	• Increased use of outdoor spaces for learning across year groups. • Pupils demonstrate a growing understanding of the natural environment and sustainable behaviours. • Staff report increased confidence in delivering			

		local organisations to deliver workshops for pupils, staff and families. • Provide staff with simple guidance and ideas for using outdoor spaces to support learning across subjects. • Encourage classes to use the school grounds regularly for observation, enquiry and hands-on learning.				outdoor learning. • Visible evidence of outdoor learning in books, displays and pupil voice.			

						Monitoring and evaluation

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Climate Adaptation	To build staff understanding of climate-related risks and ensure the school is prepared to respond safely and confidently to extreme weather events.	• Review existing risk assessments to include scenarios such as heatwaves, heavy rainfall, flooding, and high winds. • Identify vulnerable areas of the site (e.g., playgrounds, classrooms with poor ventilation, shaded areas). • Update emergency procedures to reflect climate-related risks and ensure they are clearly communicated to staff.	Climate and Sustainability Lead	Spring 2026	No additional cost – incorporated into existing health and safety processes.	• Staff demonstrate confidence in responding to climate-related incidents. • Emergency procedures clearly reference extreme weather scenarios. • Pupils show understanding of how to stay safe during extreme weather events.			

		• Provide staff training on responding to extreme weather and keeping pupils safe. • Share age-appropriate safety messages with pupils through assemblies or PSHE.							
	To strengthen the school's resilience by understanding water use and identifying practical steps to reduce waste and improve efficiency.	• Review water usage across the school to establish a baseline. • Identify simple, low-cost water-saving measures (e.g., tap aerators, leak checks, signage). • Raise staff and pupil awareness of water conservation through	Climate and Sustainability Lead	Summer 2026	No cost for review; small budget may be required for water-saving devices.	• Clear baseline understanding of water use. • Evidence of reduced or stabilised water consumption over time. • Increased awareness of water-saving behaviours among staff and pupils.			

		assemblies and Eco Council projects. • Monitor water usage termly to identify patterns or areas of concern. • Explore opportunities for rainwater collection or water-efficient planting in outdoor areas.							
	To ensure the school site is resilient to changing weather patterns by improving shade, ventilation and safe outdoor access during periods of extreme heat or heavy rainfall.	• Assess current shaded areas, canopy cover and outdoor shelter to identify gaps in provision. • Explore options for increasing shade (e.g., tree planting, sail shades, pergolas) in high-use outdoor spaces.	Climate and Sustainability Lead	Academic Year 2025-2027	• Initial review: no cost • Shade/ventilation improvements: costs dependent on chosen solutions (to be built into premises planning)	• Increased availability of shaded or sheltered outdoor spaces. • Staff report improved confidence in managing outdoor learning during extreme weather.			

		• Review classroom ventilation and identify simple improvements to maintain safe temperatures during hot weather. • Develop guidance for staff on adapting outdoor activities during extreme heat or rain. • Involve pupils in identifying areas of the site that feel unsafe or uncomfortable during extreme weather and gather their ideas for improvement.				• Pupils feel safer and more comfortable using outdoor areas throughout the year. • Evidence of reduced heat-related disruptions to learning or play.			

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Decarbonisation	To develop a clear understanding of the school's carbon footprint and establish a baseline from which to measure future progress.	• Use a recognised carbon-footprint tool (or trust-approved system) to calculate the school's baseline emissions. • Gather data on energy use, travel, waste and procurement to ensure an accurate footprint. • Record findings in a simple, accessible format to support year-on-year comparison. • Share outcomes with staff,	Climate and Sustainability Lead	Autumn 2026		• A clear baseline carbon footprint is established. • Data is recorded consistently and can be reviewed annually. • Staff and pupils understand the school's current carbon impact.			

		governors and pupils to raise awareness of the school's starting point.							
	To improve waste management across the school by reducing general waste and increasing recycling where possible.	• Review current waste and recycling arrangements with site staff and contractors. • Identify simple changes to reduce general waste (e.g., paper reduction, food waste monitoring). • Introduce clearer signage and consistent recycling points across the school. • Provide staff and pupils with guidance on correct recycling behaviours. • Monitor waste volumes termly	Climate and Sustainability Lead	Summer 2026	No cost for review; small budget for signage or additional recycling bins.	• Reduced general waste over time where possible. • Increased staff and pupil awareness of waste-sorting expectations. • Improved consistency in recycling across the school.			

		to track progress						
	To explore long-term opportunities for more sustainable energy sources and future decarbonisation projects.	• Review the school's infrastructure to identify potential for future upgrades (e.g., LED lighting, solar panels, improved insulation). • Work with the trust or local authority to explore funding opportunities for sustainable energy projects. • Prioritise improvements based on cost, feasibility and environmental impact. • Develop a phased plan for future decarbonisation measures.	Climate and Sustainability Lead	2026-2028 (long-term planning period)	Costs dependent on chosen projects; initial review requires no additional funding.	• Clear understanding of feasible long-term decarbonisation options. • Identified priority projects with estimated costs and impact. • Governors and leadership have a roadmap for future sustainable energy improvements			

		• Share findings with governors to support long-term strategic planning.							