



LIVING LIFE IN ALL ITS FULLNESS

# St Margaret's at Hasbury

## Climate Action Plan

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

'Live life in all its fullness' (John 10:10)



# St Margaret's at Hasbury - Climate Action Plan

## Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff knowledge of climate change, adaptation and low-carbon practice	1. Deliver an annual CPD programme (3 sessions/year) covering: climate science basics, energy-saving practice in school, curriculum integration and adaptation planning. 2. Use DfE and Let's Go Zero training materials and local authority offers. 3. Create a staff resource folder with lesson ideas, assemblies and practical checklists.	Headteacher / CPD lead	<ul style="list-style-type: none"> <li>- Time for CPD (inset days)</li> <li>- Budget for trainers / subscription - Access to Let's Go Zero / local authority resources - Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>- All teaching staff complete core CPD within 12 months - Staff confidence (survey) increases to 90% reporting they can teach/lead at least one climate topic - Resource folder in school drive used in &gt;75% of classes</li> </ul>	Climate education and green careers
Develop technical skills for energy monitoring and simple retrofit	1. Train a site manager / caretaker on basic energy monitoring and reporting. 2. Provide short training on interpreting energy bills and use of simple monitoring tools. 3. Arrange one visit to a nearby school with good practice.	Business manager / Site manager	<ul style="list-style-type: none"> <li>- Time for training - Simple energy monitoring kit / software - Travel budget for visit</li> </ul>	<ul style="list-style-type: none"> <li>- Site manager performs monthly checks and submits reports - Energy anomalies identified within 3 months - One visit completed and practices shared with staff</li> </ul>	Decarbonisation



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## Staff/Pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase whole-school engagement in daily low-carbon behaviours	1. Launch a “Small Hands, Big Change” behaviour campaign building on existing posters. 2. Introduce classroom pledges (energy, waste, water). 3. Run termly themed eco weeks with pupil-led activities.	Eco lead (teacher) & Senior leadership	- Campaign materials - Poster printing budget - Time for assemblies and class activities	-- Reduction in daily paper towel use tracked (target 30% reduction in 12 months) - 100% classes have pledges displayed - Eco weeks run each term with pupil participation >80%	Climate education and green careers



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<p>Embed monitoring and reporting of energy and water use by pupils</p>	<p>1. Establish monitoring routines where pupils record metre readings weekly (year 5/6). 2. Create an energy dashboard displayed in school. 3. Pupils present findings in Collective Worship.</p>	<p>Year 6 teacher / Eco-Stewards</p>	<p>Metre access - Simple data recording templates - Display board / digital screen</p>	<p>Weekly readings logged consistently - Pupils lead two presentations per year - Evidence of energy-saving actions resulting from pupil suggestions</p>	<p>Decarbonisation</p>
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## Building /Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
<p>Reduce energy</p>	<p>1. Conduct an energy audit (external or LA supported) to prioritise</p>	<p>SBM HT</p>	<p>- Budget for audit - Funding plan for works</p>	<p>- Energy audit completed within 6 months - Sub-</p>	<p>Decarbonisation</p>



<p>consumption and improve building efficiency</p>	<p>measures given E rating. 2. Install sub-metering for electricity and water to enable monitoring. 3. Improve controls: thermostatic radiator valves, timers for lighting; ensure new lighting is LED where not yet replaced.</p>		<p>(LA, grants, fundraising) - Contractor access - Sub-metres, TRVs</p>	<p>metering installed within 12 months - Energy consumption (kWh/pupil) reduced by 15% within 2 years</p>	
<p>Enhance biodiversity and educational green space on extensive grounds</p>	<p>1. Develop a school grounds plan with zones: wildlife pond (already present), orchard, native hedgerow, wildflower meadow and food garden with St Margaret's Church. 2. Create seasonal planting rota with classes. 3. Install bird boxes, insect hotels and</p>	<p>Site manager, Stewards, church liaison</p>	<p>- Plants, trees, tools - Volunteer labour (parents/church) - Small budget for materials - Risk assessment and tools storage</p>	<p>- At least 3 new biodiversity features added in 12 months - Increase recorded species (butterflies, birds) year-on-year - All classes use outdoor space for at least one lesson per term</p>	<p>Biodiversity</p>

## School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce the carbon footprint and food waste of school meals	1. Work with catering provider to increase plant-based options and feature low-carbon menu days. 2. Introduce a system for measuring and reducing plate waste (scrap bins weighed weekly). 3. Use reclaimed water/produce from the school food garden where safe and feasible.	SBM Catering company	- Catering menu planning support - Weighing scales - Policy on garden produce use - Communication materials for parents	- Plate waste reduced by 25% in 12 months - At least one low-carbon menu day per week - Use of school-grown produce in meals in season	Decarbonization

## Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen explicit climate education across Key Stages	1. Map current curriculum to identify gaps and opportunities for explicit climate learning. 2. Develop a progressive climate curriculum thread from KS1–KS2 (including Let's Go Zero links and Global Goals). 3. Provide exemplar lesson plans, texts and assessment tasks.	Curriculum lead/subject lead	- Curriculum mapping time - Resources and books (existing reading list) - Access to Let's Go Zero curriculum resources	- Climate thread mapped and approved within one term - Each year group has at least 3 explicit climate lessons per year - Evidence of pupil outcomes in climate topics in assessment	Climate education Green careers



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Use outdoor learning to teach climate and biodiversity	1. Embed regular outdoor lessons using the pond, food garden and wild spaces. 2. Train staff in outdoor learning safety and pedagogy. 3. Create cross-curricular projects (e.g., river work with Severn Rivers Trust).	Forest school lead Class teachers	Outdoor learning training - Waterproof clothing and storage - Curriculum-linked resources	Each class delivers at least one outdoor climate/biodiversity lesson termly - Documented pupil work from outdoor projects - Continued partnership visits (Severn Rivers Trust)	Biodiversity
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### Opportunity for pupil leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Establish and empower School Stewards (Eco-Stewards)	1. Recruit and train a pupil Stewards team each year with clear roles (energy monitors, biodiversity officers, communications). 2. Create a reporting cycle where Stewards present to governors.	HT Governors	- training material Small budget - Time in timetable for meetings and Collective Worship	- Active Stewards team in place each year - Stewards lead at least two Collective Worship sessions per term - Termly reports to governors from pupils	Climate education Green careers
Build pupil-led monitoring	1. Assign monitoring tasks (water, energy, waste) to Stewards with teacher support. 3. Publish a pupil-written termly eco newsletter.	Stewards Year 6 teacher	Data sheets - Access to small grant funds - Newsletter template	- Weekly monitoring records maintained - At least two pupil-led projects implemented per year -	Decarbonisation



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and projects				Newsletter published termly	
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## Community engagement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school climate action and behaviour change	1. Run termly parent workshops on low-carbon home actions and active travel. 2. Regular communications (newsletter, assemblies) sharing school progress and ways parents can support. 3. Invite parents to volunteer for garden and biodiversity days.	HT Inclusion Manager	- Presentation materials - Volunteer sign-up system - Communication channels	-Parent workshops. Parent volunteers at garden days	Climate education Green careers



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<p>Strengthen and expand local partnerships for learning and action</p>	<p>Deepen collaboration with Severn Rivers Trust for river and water projects. 2. Continue working with St Margaret’s Church on the eco mission and food garden. 3. Seek partnerships with local universities, other city-centre schools and Let’s Go Zero networks.</p>	<p>HT Curriculum lead</p>	<p>Transport for visits</p>	<p>Formal partnership plans with at least two external organisations. Regular joint activities Shared resources developed with partners</p>	<p>Climate education Green careers</p>
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### Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
<p>Reduce digital carbon footprint and improve resource efficiency</p>	<p>1. Audit school digital devices, licences and cloud storage to reduce unnecessary energy and licence costs. 2. Implement power management settings on devices. 3. Encourage responsible printing and digital housekeeping.</p>	<p>HT SBM</p>	<p>- Audit tools - IT admin time - Guidance for staff and pupils</p>	<p>- Audit completed and recommendations implemented within 6 months - Default power-saving settings on all devices - Printing reduced by 30% in 12 months</p>	<p>Decarbonisation</p>
<p>Use digital tools to</p>	<p>1. Publish energy dashboards and pupil monitoring data on the school</p>	<p>HT SBM</p>	<p>Dashboard software (simple) - Internet access -</p>	<p>- Dashboard live and updated monthly -</p>	<p>Climate education</p>



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support climate education and monitoring	intranet. 2. Use digital platforms to share green careers resources and remote collaboration with partners (Severn Rivers Trust).		Permissions and safeguarding checks	Increased pupil engagement with online resources - Successful virtual collaborations documented	Green careers
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## Monitoring

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Track implementation	Create climate action plans Produce annual review of the climate actions	HT	Monitoring forms External quality assurance	Climate goals have been met.	Whole school approach