



Halewood Church Of England Primary School

Climate Action Plan

Contents

1. Introduction	1
2. Roles and responsibilities	1
3. Focus Areas.....	2
4. Key Strands	2
5. Action Plan.....	3
6. Document Review and Revision Schedule	5

1. Introduction

- 1.1. The Local Governing Body (LGB) has committed to take action to reduce year on year emissions and to take all reasonable steps to establish evidence-led planning for achieving a net zero carbon school/estate by 2030 and beyond. In the face of unprecedented challenges, our school is working to future proof the estate, for the benefit of current and prospective communities.
- 1.2. This plan will be reviewed and updated in line with new government and regulatory guidelines, changes to the Church of England overall strategy for achieving Net Zero, and changes to the Liverpool Diocesan Schools Trust (the Trust) overall sustainability approach.

2. Roles and responsibilities

- 2.1. Mr David Catt is our school's 'Sustainability Lead' reflecting the priority and importance of this topic in the strategic leadership of our school. Mr Catt will be responsible for developing this action plan and reporting on outcomes to the LGB. Mr Catt may delegate actions or responsibilities to school staff as appropriate, however, the formal role of 'Sustainability Lead' will be Mr Catt.
- 2.2. The LGB will maintain oversight of the school's progress against its action plan and receive a copy of the updated action plan at points throughout the school year. The LGB will support and challenge Mr Catt as the Sustainability Lead for the school.
- 2.3. School staff are responsible for engaging with the overarching principles of the climate action plan and implementing where relevant the specific actions pertinent to their role or as directed by Mr Catt.
- 2.4. Pupils are responsible for engaging with the with teaching and learning arising from the implementation of the Climate Action Plan and supporting the delivery of actions where appropriate.
- 2.5. Parents, carers, families and other members of the local community are responsible for supporting the school in achieving its plans.
- 2.6. The Trust will provide overall strategic leadership in respect of sustainability which may impact the priorities and actions required in this plan.

3. Focus Areas

- 3.1. Department for Education guidance suggests that action plans should cover the following four areas:
- **Decarbonisation**, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient.
 - **Adaptation and Resilience**, such as taking actions to reduce the risk of flooding and overheating.
 - **Improving the Environment** and biodiversity, for example engaging with the National Education Nature Park.
 - **Climate Education** and green careers, such as ensuring the education we provide gives knowledge-rich and comprehensive teaching about climate change, and that our teaching staff feel supported to offer this.

4. Key Strands

- 4.1. We have identified three key strands which underpin our climate change action plan:
- Buildings and Estate
 - Training
 - Curriculum Integration
- 4.2. Buildings and Estates represent the largest opportunity to improve our school's overall carbon footprint and reduce overall energy usage. Actions in this strand range from small 'easy wins' to significant and major capital programmes.
- 4.3. Training for our staff is an essential ingredient to improve overall understanding of the need for action, the day-to-day activities, and overall culture of the school to prioritise energy efficiency.
- 4.4. Curriculum Integration to ensure our pupils understand the link between the world in which they live and the actions we take as citizens, and improving our pupils' overall understanding of the natural environment.

5. Action Plan

Ref	Focus / Strand	Action	Impact	Timescale	Status
1	Decarbonisation / Buildings and Estate	Implement actions from the Mantis Heat Decarbonisation Report.	Reduce overall energy usage.	Summer Term 2026	
2	Adaptation and Resilience / Buildings and Estate	Enhance the school's estates management plan to include opportunities to implement energy efficient approaches where possible and mitigate overall risk to the school estate.	Reduce overall energy usage and increase longer term sustainability of the building and estate.	Summer Term 2026	
3	Decarbonisation / Buildings and Estate	Establish 'smart' metering or other means to establish richer data on the school's usage of energy.	Enable more targeted approach to energy reduction and enable improved reporting of impacts	Spring Term 2026	
4	Decarbonisation / Buildings and Estate	Review energy supplier contracts and switch where possible to 'green' or 'renewable' energy sources.	Reduced carbon footprint.	Spring Term 2026	
5	Decarbonisation / Buildings and Estate	Identify 'standby' devices across the school and establish approaches to minimise energy wastage.	Reduce overall energy usage.	Spring Term 2026	
6	Decarbonisation / Buildings and Estate	Identify opportunities to better insulate the building including draught-proofing.	Reduce overall energy usage.	Autumn Term 2025	
7	Climate Education / Training	All staff and governors to have completed 'Saving Energy for Education Settings: A Radical Approach' course available through The National College platform. This course to be included in ongoing induction materials for new staff.	Increasing staff awareness of practical steps to saving energy in the school setting.	Autumn Term 2025	
8	Decarbonisation / Training	Identify key areas of energy loss (devices left on, windows left open etc.) and add signage/posters to educate.	Increased awareness and reduced overall energy usage.	Autumn Term 2025	
9	Improving the Environment /	Establish 'Eco-champions' or equivalent within the pupil cohort to lead school initiatives.	Leadership opportunities for pupils and increased engagement from pupil cohort in	Summer Term 2026	

Ref	Focus / Strand	Action	Impact	Timescale	Status
	Curriculum Integration				
10	Climate Education / Curriculum Integration	Subject Leaders to explore available courses for 'Climate Education' across various subject areas on The National College platform to integrate into curriculum teaching.	Continuous professional development in the delivery of climate education through all subject areas.	Summer Term 2026	

6. Document Review and Revision Schedule

Review Schedule

Author	Headteacher (Sustainability Lead)
Approver	Local Governing Body
Current Version	1.0
Effective From	1 September 2025
Review Date	By 30 September 2026

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced	HT
	Updated status on actions- Spring 2026	