

Holy Trinity CofE Primary School – Climate Action Plan

Holy Trinity: Keeping things in balance.



Date written - 07.04.25

Review date -

Signature from Senior leadership -

What have we already achieved?

Actions	Benefits to school
Residential trips - Generation Green	Enhances environmental awareness and outdoor learning; strengthens teamwork and personal development.
Plants throughout the school, particularly the science lab	Improves indoor air quality, enhances aesthetics, and creates a calming, engaging learning environment.
Recycling monitors	Encourages student responsibility and environmental stewardship; reduces school waste.
Sharing of baby room resources and other pieces throughout the school (calculators, high chairs, boxes)	Promotes a culture of reuse and sustainability; saves money on new purchases.
Reusing display resources and ban on laminating new resources for displays.	Reduces plastic use and waste; models eco-friendly practices for students and staff.
Green council trip (gardening club and school councillors that are elected by their peers)	Builds leadership and environmental skills; fosters student voice and ownership of school initiatives.
Weekly class assemblies led by the school council which asks children what they would like to see and how we can be a more sustainable school.	Children created their own definition of what sustainability means "keeping things in balance".
Created a science lab to support green skills for children.	Provides hands-on opportunities for learning about sustainability and science in a dedicated space.
Weekly gardening club, in its third year.	Promotes healthy eating, outdoor learning, and responsibility through growing plants and food.
Cycle lessons for children in UKS2.	Encourages sustainable travel; improves physical health and road safety awareness.
Swimming lessons for children in KS2.	Develops life-saving skills, confidence, and physical fitness.

Green council weekly meeting as part of the school council. They are working towards getting the Eco Flag.	Encourages collaboration, environmental action, and working towards achieving the Eco Flag.
Sustainability key words shared with staff at the beginning of the year. This highlights when key words come up in their curriculum.	Embeds sustainability into the curriculum; raises awareness across all subjects.
Uniform drive - lost property washed and put out for parents / carers to collect or to pick up free school uniform.	Reduces waste, supports families financially, and encourages reuse and community spirit.
Earth Day	

When will learners and staff be engaged in ideas? Generation for actions in our climate action plan.

How is everyone involved?

Community engaged	When?	What?	How?
Learners	Weekly meetings for school council and science / sustainability club. Sustainability week - July - annually Earth Day - annually Daily - recycling monitors and energy heroes	They can make sustainable choices for themselves and the school.	Weekly school council meetings. In class assemblies. Sustainability implemented throughout the curriculum and dedicated time given to this in Sustainability month.
Staff - finance manager - site manager - catering team - cleaning team - Senior and middle leaders		To generate ideas and collaboration. Reaching out to EYFS staff to see if they want to join our CAP or create their own.	Google form sent to staff. Staff meetings.
Leadership and governors - UCL training for sustainability governors	End of July (following from sustainability week).	<ol style="list-style-type: none"> 1. Leadership agreeing and actions moving forward for CAP. 2. Sustainability governor role to be created (PA fed). 3. Add sustainability to school policy and development plan. 	Annually reviewed collaboratively.
Parents and caregivers	Monthly newsletter	How could we support you to make sustainable choices What would they like to see happen at Holy Trinity?	Newsletter posts In person meeting with climate ambassadors Gardening day(s)

		What is stopping you making sustainable choices around food or uniform - public transport	
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Biodiversity

Pillar 1 – Biodiversity

Vision – A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Areas of action

- Increase biodiversity in and around education settings
- Improve air quality in and around education settings
- Create opportunities for children to access nature
- Develop the skills and confidence of learners to take care of their local environment

Holy Trinity's long-term goals in biodiversity:

- Create exciting and sustainable natural spaces in school that children have regular access to
- Children can identify British Wildlife and local wildlife
- Children know what they can do to reduce local air pollution
- Children know how to garden / look after their plants
- Staff feel confident to teach about gardening and promote a love of green spaces
- School trips encourage children to seek biodiversity
- We reduce and monitor the air pollution in our community and create ways to lower this
- Our classrooms and offices are green and the plants are looked after together communally
- our parents / caregivers, staff and children all have the opportunity to garden regularly in our school

Goal	Action	Timescale to complete	Resources required	People to involve	Measures of success
Create exciting and sustainable natural spaces in school that children have regular access to	Focus on revamp balconies and KS1 playground garden	End of academic year 2025	Grants - Time with relevant people / companies	Headteacher Class teachers to look after balconies Caretaker Parents to help KS1 playground.	Revamped green spaces in use; result class visits; positive feedback from children
Children can identify British Wildlife and local wildlife	Outdoor learning sessions; install wildlife signs and posters; organise bug hunts and nature walks in local spaces	Autumn 2025	Wildlife ID guides, binoculars, teacher time to prep and organise trips	Science lead to set examples and share with teachers, class teachers, local wildlife experts	Children can name key species; improved engagement during nature activities
Children know what they can do to reduce local air pollution	Host workshops and assemblies; create posters and campaigns around walking / cycling / taking public transport to school	Spring 2026	Educational materials, whole school assemblies, guest speakers to come to school, poster supplies, posts in newsletter	Eco council, local council / speakers, parents	Students can explain pollution causes and solutions; increase in sustainable travel to school
Children know how to garden / look after their plants	Run gardening workshops during school gardening club and lessons	Summer 2026	Seeds, compost, gardening tools, garden spaces	Gardening club lead, Science leader, class teachers, support staff	Children grow and maintain plants; improved plant survival; student journals / observations
We reduce and monitor the air pollution in our	Install simple air quality monitors;	Summer 2026	Air quality monitors, data recording sheets (online)	Eco council. science and sustainability lead, Local Authority, headteacher,	Air quality data recorded and tracked, student-led solutions created to be

community and create ways to lower this	collect data; set next academic year goals			sustainability governor	implemented the next year
Our classrooms and offices are green and the plants are looked after together communally	Create plant care rotas; assign plant monitors; add more indoor plants	Spring 2026	Indoor plants, watering cans, posters on plant care, assembly on plant care as well as shared information with parents in newsletter	All staff, eco monitors, school council	Classrooms have healthy plants; visible plant care responsibilities; improved indoor environment



Decarbonisation

Pillar 2 – Decarbonisation

Vision statement – Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.

Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Purchasing and services
- Transport to and from school
- Food and drinks

Co-benefits of Decarbonisation pillar:

- Cost reductions through increased efficiency (school materials, food and energy)

School specific goals:

- Reduction in food waste

Holy Trinity's long-term goals in decarbonisation:

- Become net zero - not creating any emissions
- Track energy usage and where energy is coming from

- Reuse and recycle uniform
- Recycle materials throughout the school
- Zero plastic waste in the school
- Reduce food waste
- Recycle water
- More than 75% of the school to use public transport or walk etc. to school
- Public transport for all school trips
- Monitor procurement of materials
- Reduce energy spent on school trips
- Recycle materials throughout the school
- Renewable energy to be used (provider or on site).
- Staff can recycle and reuse materials / resources
- Make sustainable choices with their resourcing. (adults)
- Zero plastic waste in the school
- Zero food waste
- Recycle water
- Monitor procurement of resources (food, paper etc.)

Goals	Action	How?	Timescale to complete	Resources required	People to involve	Measures of success
Reduce energy at school	Understand how to track energy usage	Learn how to use energy monitors; record data weekly	By the end of Academic Year 2025.	Energy monitor, record sheets	Eco council, site manager, class teachers, school council, science and sustainability lead, finance manager	Children can present energy use trends; identified areas of high energy use
	Understanding energy usage, costs and responsibilities		By end of academic year 2025		Headteacher, finance manager,	

	Track where energy is coming from	Walkaround audits (lights, devices, heating, air conditioners etc.); chart results	By the end of Academic Year 2025.	Audit templates; clipboards	Eco council, school council, science and sustainability lead, site manager	School wide awareness; changes made to reduce wasted energy
Reuse, repair, recycle	Students learn how to repair uniform	Yearly DT lessons Sewing club	Ongoing, officially start from Autumn 2025, monitor end of Academic Year 25/26	Sewing machines, needles, fabric, buttons, thread, teacher knowledge	Class teachers Ms George (club)	Students demonstrate skills, reduced lost / unusable clothing
Recycle water	Install water butts	Connect to downpipes near gardens	Grant applied for from Ernest Cook Trust for updating green spaces. End of academic year 2025/26	Water butts, installer support,	site manager, science and sustainability lead, head teacher, finance manager, gardening club	water butts in use, students watering plants in and outside the school using collected rainwater
All children can cycle	Teaching UKS2 how to cycle.	Year 5 / 6 cycling lessons yearly	ongoing - evaluate end of academic year 2025/26	Bikes, helmets, instructors	PE Staff, external cycling trainers, support staff to support external teachers	All pupils complete sessions; increased number to cycle to school
All children feel confident in how they can conserve energy.	Thoughtful use of energy (switching off devices and sockets)	Assembly explaining and adult role models and energy champions	ongoing - evaluate end of academic year 2025/26	Posters, switch off stickers	Energy champions, teachers, school council, science and sustainability lead, site manager	Reduction in devices left on; students model good energy habits
Staff can recycle and reuse materials	Staff can recycle and reuse materials	Create inventory and reuse systems in subject cupboards - perhaps an online	Ongoing - by the end of Summer 2026	Resource tracking sheets, effective storage space	Admin staff, support staff, site manager, teachers to use	Less waste generated, staff reuse and share materials

		version so that staff can always see what resources there are already in school			resources responsibility	
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Adaptation and resilience

Pillar 3 – Adaptation and Resilience

Vision – Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.

Areas of action:

- Reducing the effects of overheating and/or flooding through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events
- Developing staff, learner and community resilience to a changing environment

Co-benefits of Adaptation and Resilience pillar for students:

- Attainment – students education is not affected by extreme weather

School specific goals:

- Whole-school (learners, staff and parents) prepared for heatwave days

Holy Trinity's long-term goals in adaptation and resilience

- The whole school will be prepared for heatwave days and children's education will not be affected by extreme weather.
- Teachers can teach about extreme weather and teach about how climate affects weather
- **Learners can know what to do and how to stay safe in extreme weather conditions - in and out of school**
- Staff will know how to feel comfortable teaching in extreme weather
- Staff to understand how and when is appropriate to use air conditioning / heating etc.

Goals	Action	Timescale to complete	Resources required	People to involve	Measures of success
The whole school will be prepared for heatwave days and children's education will not be affected by extreme weather.	Create and implement a school-wide "Heatwave Plan" including classroom ventilation, hydration stations, and cool zones.	Spring term 2026	Fans, water jugs / stations, shade structures	Headteacher, site manager, finance manager, class teachers	Plan shared with all staff; equipment in place; children remain in class and learning continues during hot days
Teachers can teach about extreme weather and teach about how climate affects weather	Create and deliver a CPD session for staff on teaching extreme weather linked to the curriculum.	Summer 1 2026	CPD session materials, links to geography / science curriculum, guest speaker or video content	Geography lead, SLT, teaching staff	CPD completed by all teachers; teachers feel confident and can evidence this in planning
Learners can know what to do and how to stay safe in extreme weather conditions - in and out of school	Deliver an interactive safety assembly and create child-friendly posters on how to stay safe in heat waves, storms, cold snaps, etc.	Summer 2 2026	Poster materials, assembly slides, weather safety guides	PSHE lead, Eco Council, teachers	Posters displayed; pupils can explain at least 2 things they should do to stay safe; quiz for class discussion shows understanding
Staff will know how to feel comfortable teaching in extreme weather	Staffroom tips board and wellbeing support plan including teaching strategies, dress guidance, hydration, and classroom adjustments.	Summer 2026	Printed guidance, shared google docs, display board in staff room, staff feedback survey	SLT, staff wellbeing lead	Staff feedback reflects increased comfort and preparedness; visible resources in staff areas



Climate education and green careers

Pillar 4 – Climate Education and Green Careers

Vision statement – Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.

Areas of action

- Embedding climate education across the curriculum
- Building green skills in learners, staff and the education setting community
- Provide students with skills and opportunities to pursue

Co-benefits of Climate Education and green careers pillar for students

- Students prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)

Holy Trinity's long-term goals in adaptation and resilience

- Annual celebration of sustainability
- **Climate education for all staff at HT**
- Students leave the school feeling confident in solving climate challenges and can express their voices
- Students have the opportunity to contribute to local climate issues and decisions.

Goal	Action	Timescale to complete	Resources required	People to involve	Measures of success
Children to access climate problem solving skills and these could be shared in the weekly newsletter.	Set up a “Climate Problem of the Week” challenge with pupil solutions featured in the newsletter	Launch by Spring 2, run weekly until July 2026	Challenge prompts, Newsletter space, Submissions collection	Eco Council, Teachers, Newsletter editor (headteacher)	Weekly ideas submitted; newsletter features pupil voice regularly; engagement across year groups
Climate / sustainability week. Which is connected to review with leadership. Problem solving activities. Child led experiments / solutions created	Organise a whole-school Climate Week in Summer 2 2026 with child-led activities and leadership reflections	Planning in Spring 2, Event in Summer 2	Time out of class for science and sustainability lead will be required to plan. CPD for teachers, space for experiments, timetable slots, display materials	SLT, Class teachers, eco council, school council, science and sustainability lead, sustainability governor	Climate week held, pupil work displayed / shared, outcomes discussed in leadership review
Children should have the skills to lead a sustainable future.	Implement a “Sustainability Skills Passport” that children complete through practical actions across the year	Launch Summer 2 2025, completion Autumn 1 2025	Printed passports / digital versions, activity log templates	Teachers, exo council, science and sustainability lead, whole school children	Passports completed with evidence, pupils can articulate sustainability skills, improvement shown across the two terms
Staff will to feel confident to implement sustainability lessons	Run a sustainability teaching CPD session with ready-to-use lesson resources and planning time	Spring 2026	CPD sessions, curriculum - linked resources, time allocation for all staff	SLT, science and sustainability lead, geography lead, all teaching staff	All staff attend CPD; lessons delivered across classes; staff survey shows improved confidence
Create crafting opportunities to reuse and recycle materials with their class.	Launch a “ReCraft Friday” initiative where each class uses reused materials for a creative task	Begin Autumn 1 2025, end Christmas 2025	Craft supplies, Recyclables (bottles, boxes, paper), Display space	Class teachers, Teaching Assistants	Visible displays of student creations; pupils regularly engage in recycling craft; reduction in craft waste

	weekly or fortnightly, culminates in Christmas crafts made from reusable materials only				
Climate education for all staff at HT	Deliver a whole-staff twilight session on climate literacy and school sustainability goals	By the end of Summer 2 2025	Presentation slides, Handouts, Refreshments,	Headteacher, all staff	Full staff attendance; feedback forms show increased awareness; climate literacy content referenced in planning