



## Wendell Park – Climate Action Plan –2025-2026

Date written –

Review date -

Signature from Senior leadership -



**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

#### **Co-benefits of biodiversity pillar -**

- Mental health and wellbeing
- Physical health
- Careers and skills of learners

#### **School specific goals -**

- All students to have access to natural space in school hours, planned into the curriculum each week.
- All students to actively engage in increasing biodiversity within the school day through projects each term.
- All staff to increase subject knowledge and engagement with increasing biodiversity in the next 5 years.

## Wendell Park's long-term goals in biodiversity







## 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)

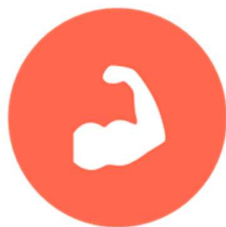
#### **School specific goals –**

- Children to be aware of their impact in decarbonising
- Increased efficiency in school leading to a positive impact on budgets

#### **Wendell Park's long-term goals in decarbonisation**



Goal	Timescale	People to involve	Measure of success
Establish an eco-council to guide the schools decarbonisation efforts run by the Climate Lead and promote continuous education on sustainable practices	2025-2026 academic year	Climate Lead Head of School	Half termly eco-council meetings with SLT
Conduct an energy review to identify areas where energy efficiency can be improved such as lighting, heating and insulation, food waste etc	Annual review	Site manager School business manager Governors Head of School/Head of Federation	Plan to increase energy efficiency developments
Signpost decarbonisation and renewable energy topics across the curriculum with projects that involve students designing energy efficient systems or exploring ways to reduce the schools carbon footprint.	2025-2026 academic year	Climate lead Outdoor learning lead	Leads are clear in where their subject teaches children about decarbonisation and renewable energy



## 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 -**

- Creating outdoor space for learners to enjoy and utilize in learning times
- Whole-school (learners, staff and parents) prepared for heatwave days

## Wendell Park's long-term goals in adaptation and resilience



Goal	Timescale	People to involve	Measure of success
Re-establish a school garden or green space that thrives on rainwater collected in the water butts incorporating hands-on learning projects for children to explore the relationship between water conservation, gardening and sustainability.	3-5 years (each class to have termly visits to garden)	Site Manager	
Encourage the use of natural light during the day to reduce reliance on artificial lighting and improve overall energy efficiency.	ongoing	Climate lead Outdoor learning lead	Climate lead termly walk through of the school with site manager. Report to Head of School and Federation.
Encourage energy saving habits such as turning off heaters in unoccupied rooms and wearing layered clothing for warmth in cooler months	ongoing	Climate lead Outdoor learning lead	Climate lead termly walk through of the school with site manager. Report to Head of School and Federation.
Create plan for extreme weather days such as heatwaves	3 years	Site manager School business manager Governors	



		Head of School/Head of Federation	
Fundraising efforts from the PTA for shade in the playground	5 years	PTA SLT Climate lead Outdoor learning lead	



## 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)



#### School specific goals -

- Embed climate education across curriculum
- Utilise current outdoor school garden more in the curriculum

#### Wendell Park's long-term goals in Climate Education and Green Careers

Goal	Timescale	People to involve	Measure of success
Green Careers Day during careers week where professionals from various environmental fields come to share their work with students encouraging them to consider careers in sustainability from a young age.	Annually in July	All stakeholders- parents, children and staff	Children able to identify sustainable fields and discuss why these careers help the planet.
Encourage students to take part in simple hands-on climate action projects such as reducing waste, starting a recycling programme or planting trees in the school garden.	Termly	Climate lead Outdoor learning lead	



Establish weekly gardening for a year group with HCGA (Hammersmith Community Garden Association).	In process	SLT  Hammersmith Community Gardening Association	Embedded into curriculum
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**When will learners and staff be engaged in ideas generation for actions in our climate action plan?**

Community engaged	When?	How?
Learners	Half-termly	Pupil voice
Staff	Termly	INSET days
Leadership and governors	Termly	Governors meetings
Parents and care givers	Annually	Annual Newsletter