



Consett Infant School - Climate Action Plan 2025-27

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capacity on low-carbon school operations	1. Deliver two staff meeting sessions per year on basics of energy saving, behaviour change and simple retrofit basics (e.g., heating controls, LED replacement). 2. Create a short handbook (single A4) with site-specific tips for staff (switch-off, ventilation, reporting faults)..	Headteacher & Business Manager;	- Time for training - Small budget for printing - External trainer or online course subscription	- At least 80% staff attend one staff meeting annually - Handbook distributed to all staff -	Decarbonisation
Improve staff knowledge of climate education and local adaptation	1. Provide curriculum-linked CPD on climate topics appropriate for infant-aged children. 2. Share simple classroom activities that link to local urban environment and green space.	Curriculum Lead / EYFS Lead	- CPD materials - Release time for staff - Access to local environmental education resources	- CPD delivered and evaluated positively - At least 50% of classrooms use one new activity within term - Evidence in children's books	Climate education and green careers

2. Staff / pupils



Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed energy- and waste-conscious behaviour across school	1. Revise routines to ensure devices and classroom lights are off when not needed. 2. Introduce simple class energy-monitoring checklist (daily). 3. Expand and celebrate recycling practice (School Council lead termly audits).	Green Champions & Class Teachers	- Printable checklists - Recycling signage - Small rewards for classes	- Daily checklists completed in all classes - Reduction in reported energy incidents - Recycling audit shows improved compliance	Decarbonisation
Increase pupil environmental literacy in age-appropriate ways	1. Use school green space for seasonal nature activities. 2. Pupil-led displays showing local biodiversity and climate topics.	EYFS Lead & School Council	- Low-cost craft materials - Outdoor resources (bug boxes, bird feeders) - Display boards	- Each class completes at least one outdoor nature activity per term - Displays updated termly	Climate education and green careers



3. Buildings / grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce energy consumption through lighting upgrades	1. Replace existing lamps with LEDs across school (priority: classrooms, corridors, offices). 2. Install presence sensors in low-use spaces (storage, staff rooms). 3. Create a phased plan and secure quotes for installation.	Business Manager & Site Supervisor	- Capital for LED bulbs/fixtures - Electrical contractor quotes - Possible grant funding applications	- All classroom lights converted to LED within 12 months - Presence sensors installed in at least 3 low-use areas - Measurable reduction in lighting energy use	Decarbonisation
Improve heating efficiency in an older building	1. Conduct an energy audit to identify heat loss and inefficient controls. 2. Review and optimise heating timer schedules (already timed) and thermostat settings. 3. Implement low-cost fabric improvements (draught-proofing doors/windows, thermostatic radiator valves).	Business Manager & Site Supervisor	- Energy audit (external) - Materials for draught-proofing - Maintenance time/craftsman	- Audit completed and recommendations adopted - Heating schedule optimised with lower baseline temperatures - Reduced gas consumption year-on-year (adjusted for weather)	Decarbonisation
Enhance grounds to support biodiversity	1. Create small wildlife areas / pollinator beds in available green space. 2. Plant appropriate trees/shrubs to increase shade and biodiversity (urban tolerant species). 3. Install	School Council, Grounds Lead & Parent	- Plants, soil, tools - Volunteer time - Tree/planting	- At least two new biodiversity features installed within 12 months - Increase in observed species (bird/insect records) -	Biodiversity; Adaptation and



ty and adaptatio n	rain gardens or permeable surfaces if future works allow.	Volunte ers	plan and permissions	More outdoor learning sessions using these areas	resilie nce
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4. School lunches

Object ive	Actions	Person responsi ble	Resources needed	Success criteria	DfE Area
Reduc e food waste and packag ing	1. Implement simple portion-control and monitoring to reduce plate waste. 2. Introduce composting of appropriate food waste using a small composter (classroom/grounds). 3. Reduce single-use cutlery/packaging where possible.	Catering Staff, Support Staff & School Council	- Small compost bin/tumbler - Training for lunchtime staff - Bins/signage	- Food waste measured and reduced within termly checks - Composting system established and used by classes - Reduction in single-use packaging	Decar bonis ation; Biodiv ersity

5. Curriculum

Objective	Actions	Pers on resp onsi ble	Resources needed	Success criteria	DfE Area
Integrate climate and	1. Map current curriculum to simple climate and nature outcomes for early years (practical, play-	Curri culu	- Curriculum mapping time -	- Curriculum map shows clear climate/nature links	Climat e



nature learning across EYFS and infant curriculum	based). 2. Develop a bank of age-appropriate lesson ideas and continuous provision resources. 3. Embed outdoor learning sessions linked to seasonal change and local environment.	m Lead & EYFS Lead	Low-cost resources (books, natural materials) - CPD time	- At least one outdoor learning session per class per week - Evidence in planning and pupil work	education and green careers
Use local city-centre context to teach sustainability	1. Create simple local walks to observe urban nature and transport. 2. Invite local visitors (park ranger, council officer) for short sessions. 3. Create projects about air quality, green spaces and community.	Class Teachers & School Council	- Risk assessments/time for walks - Contact with local organisations - Storybooks and visuals	- Each class completes at least one local-environment activity per term - Children demonstrate simple understanding of local green issues	Climate education and green careers

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Use nature-based activities to support	1. Regular "mindful minutes" outdoors and sensory nature corners in classrooms. 2. Support nurture groups to use green space for small-group activities. 3. Train staff in simple nature-based wellbeing techniques.	SENDCo / Pastoral Lead & Class	- Outdoor seating - Sensory materials - Staff training time	- Increased use of outdoor spaces for wellbeing sessions - Positive feedback from staff/parents on wellbeing activities - Reduced incidents requiring pastoral support (termly monitoring)	Adaptation and resilience



pupil wellbeing		Teacher s			
Promote staff wellbeing through greener workplace practice	1. Encourage walking/cycling or public transport commuting (good public transport accessibility). 2. Create a staff quiet outdoor zone for breaks. 3. Include environmental activities as part of staff wellbeing events.	Headteacher & Office Manager	- Information on travel options - Outdoor seating - Budget for small events	- Increased staff uptake of active/public transport (survey) - Staff report access to outdoor break area - Wellbeing event includes green activity annually	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen School Council role and pupil leadership	1. Formalise School Council programme with termly targets and a simple action log. 2. Rotate membership so many pupils experience leadership. 3. Present achievements in assemblies and newsletters.	Eco Lead & Green Champions	- Simple action log templates - Time for meetings - Display space	- School Council meet each term and record actions - Evidence of pupil-led projects implemented - Increased pupil participation in green activities	Climate education and green careers
Involve pupils in monitoring	1. Train pupils to do simple recycling and energy use spot-checks. 2. Use pupil findings to inform one small change each	Class Teachers &	- Monitoring sheets - Small rewards -	- Termly pupil monitoring completed - At least one pupil-suggested improvement	Decarbonisation



school sustainability	term. 3. Celebrate achievements with certificates/badges.	School Council	Staff support time	implemented each term - Visible recognition of pupil leadership	
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8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Make procurement decisions that reduce emissions and waste	1. Review major suppliers (catering, cleaning, supplies) to include environmental criteria in procurement. 2. Prioritise reusable, low-plastic and durable products. 3. Include local suppliers where practical.	Business Manager & Governing Body (Finance Committee)	- Procurement policy template - Time to review contracts - Supplier information	- Procurement checklist adopted for new contracts - Reduced single-use purchases - Preference given to local/low-impact suppliers when comparable	Decarbonisation
Plan for cost-effective retrofit procurement	1. Use energy audit recommendations to prioritise retrofit items (LEDs first). 2. Seek bulk quotes and check for grant/LA funding. 3. Require contractors to provide lifecycle and maintenance information.	Business Manager & Site Supervisor	- Energy audit - Funding application support - Contractor quotes	- Retrofit items procured according to plan - Funding secured or matched where possible - Contractors provide lifecycle info on equipment	Decarbonisation

9. Parents



Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Encourage parental support for school sustainability projects	1. Recruit parent volunteers for planting and grounds projects. 2. Create an "eco pledge" parents can sign to support routines at home. 3. Offer guidance on low-cost home improvements (draught-proofing, LED bulbs).	Eco Lead & Parent Liaison	- Volunteer sign-up forms - Pledge template - Information sheets	- Volunteer group established with regular activity - Number of signed pledges documented - Parents report using shared tips	Decarbonisation; Adaptation and resilience

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce school-related transport emissions	1. Promote walking, scooting and public transport to families (good accessibility). 2. Introduce a "Walking Week" termly and award classes for participation. 3. Provide secure scooter/bike parking and active travel information.	Headteacher & Travel Lead/Office Manager	- Active travel maps - Scooter/bike racks - Promotional materials	- Increased proportion of pupils travelling actively/public transport (survey) - Successful Walking Week events termly - Secure parking installed	Decarbonisation



Improve safety and air-quality considerations for drop-off	1. Encourage set-down points a short walk from school to reduce congestion. 2. Work with local authority on signage or low-idling reminders. 3. Share air quality-friendly travel tips with parents.	Headteacher & Local Authority Contact	- Liaison time with LA - Signage budget if needed - Communication materials	- Reduced idling observed at gates (termly checks) - Agreements with LA for signage or enforcement - Parent uptake of set-down suggestions	Adaptation and resilience
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11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint and improve device management	1. Continue and formalise "switch off at night" policy for all devices; implement centralised scheduling where possible. 2. Audit and rationalise devices to avoid unnecessary hardware. 3. Set default power-saving settings on devices and provide staff guidance.	IT Lead / Business Manager & Green Champions	- IT time for audit/configuration - Written policy - Possible central management tools (small investment)	- Policy documented and enforced - Fewer underused devices on inventory - Default power-saving settings applied to all managed devices	Decarbonisation
Improve sustainable procurement and	1. Procure refurbished or energy-efficient devices when replacing hardware. 2. Put in place an equipment lifecycle and recycling plan (WEEE compliant). 3. Partner with local organisations for safe recycling or reuse.	Business Manager & IT Lead	- Supplier contacts for refurbished devices - Recycling	- New purchases favour energy-efficient/refurbished options - Clear disposal pathway for old devices -	Decarbonisation; Biodiversity



disposal of devices			pathways - Budget planning	Reduced e-waste sent to landfill	versity
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12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build local partnerships to support green learning and projects	1. Partner with local parks, environmental charities and city-centre initiatives for visits and expertise. 2. Invite the local council to advise on streetscape/tree planting opportunities. 3. Establish links with nearby schools for joint projects and resource sharing.	Head teacher & Curriculum Lead	- Contact list of local organisations - Time to organise visits/meetings - Shared project plans	- At least two active local partnerships within 12 months - Joint project completed with another school or partner - External visits or visitors recorded in planning	Climate education and green careers; Biodiversity
Access funding and expertise through external bodies	1. Apply for small grants (LA, charitable, Trusts) to fund LED upgrade and biodiversity works. 2. Use DfE/local authority guidance and free audits where available. 3. Join regional school sustainability networks to share best practice.	Business Manager & Governors	- Grant application time - Network membership or contacts - Supporting documents (energy audit)	- Successful grant applications or in-progress bids - Energy audit accessed or funded - Membership of at least one network	Decarbonisation



13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate priorities into school governance	1. Add a standing sustainability item to governing body agenda termly. 2. Adopt a short, realistic school carbon reduction statement and action timeline. 3. Ensure finance committee considers sustainability in budget decisions.	Headteacher & Chair of Governors	- Time on meeting agendas - Draft policy templates - Data from energy audit	- Sustainability is a regular agenda item - Carbon reduction statement approved by governors - Budget decisions reflect sustainability priorities	Decarbonisation
Ensure policies reflect adaptation and safeguarding	1. Update health & safety, site and outdoor learning policies to include climate-related risks (e.g., heat on extremes, wet weather adaptation). 2. Include resilience measures (evacuation, flooding risk low but check infrastructure). 3. Monitor attendance impacts from weather-related issues and plan support.	Headteacher & Safeguarding Lead	- Policy review time - LA guidance - Staff briefings	- Policies updated and published - Staff trained on climate-related procedures - No significant weather-related safeguarding issues unmanaged	Adaptation and resilience

Framework note: The governance objectives align with OFSTED areas such as Leadership and Governance and Safeguarding where relevant under the 2025 framework.

14. Resilience and Adaptation



Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase site resilience to climate impacts and maintain continuity	1. Review site risks (despite low flood risk, assess roof, guttering and drainage given building age). 2. Create a simple continuity plan for severe weather and infrastructure failure. 3. Implement small on-site measures: improve guttering, maintain trees, and inspect roof for leaks.	Site Supervisor & Business Manager	- Condition survey for roof/drainage - Time and minor maintenance budget - Continuity plan template	- Risk review completed and priority actions scheduled - Continuity plan in place and shared with staff - Minor repairs completed within agreed timescale	Adaptation and resilience
Build adaptive capacity in the curriculum and operations	1. Teach children simple resilience concepts (weather awareness, dressing for outdoors). 2. Ensure flexible use of indoor/outdoor spaces for learning in varied weather. 3. Maintain reserves of key supplies (water containers, first aid, warm blankets) for temporary disruption.	Headteacher & EYFS Lead	- Teaching materials - Storage and small stock of supplies - Timetabling adjustments	- Simple resilience lessons delivered annually - Flexible timetables used during variable weather - Emergency supply kit maintained and checked termly	Adaptation and resilience

Notes on prioritisation and next steps (brief):

- Short term (0–12 months): LED lighting upgrade planning and quotes; energy audit commission; formalise staff-device switch-off; expand School Council; begin small biodiversity projects and composting; add sustainability to governors' agenda.
- Medium term (12–36 months): Implement LED installs and presence sensors; implement draught-proofing and radiator controls; strengthen procurement policies; develop stronger curriculum links and partnerships; apply for grants.
- Long term (3+ years): Larger fabric works informed by audit, further grounds adaptation (rain gardens/permeable surfaces as funding allows), ongoing monitoring of energy and travel modal shift.



This plan uses the school's urban city-centre location, good public transport, adequate green space and existing good practice (recycling, School Council, device switch-off, timed heating) and addresses the specified area for development (install LED lights).