

Climate Action Plan Jan 2026 – Dec 2028 (3 years)

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| School: | Sandon Primary Academy |
| Lead: | Mrs Rachel Beckett/ Mrs Lizzie Kiddle |
| Approved by: | The Sandon Trust |
| Last updated: | Dec 2025 |

This plan sets out how the school will:

- 1. Adapt & build resilience to climate risks
- 2. Protect and enhance biodiversity across the site and local area.
- 3. Embed climate education & green skills across the curriculum and wider life of the school.
- 4. Measure and reduce greenhouse gas emissions, working towards net zero operations.

| Adapt and build resilience to climate risks | | |
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| Aims | Actions | Evaluation (yearly) |
| Climate risk assessment and resilience plan focussing on reduction of flooding, over heating and water scarcity | Sustainability lead create action plan based on current issues (over heating is main concern) – key targets linked to actions within this plan | |
| Reduce heat-related classroom disruption | Installation of air conditioning across classrooms by the end of year 1 | |
| | Resurface Key Stage 2 playground to improve drainage using permeable surfaces instead of AstroTurf. | |

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| Maintain existing surface water drainage enhancements | | |
| Protect and enhance biodiversity | | |
| Increase native habitat area on site by 20% | Creation of wildflower area Negotiation with the local council to gain access to neighbouring forestry area with the intention to maintain and develop area (planting projects, education) | |
| Achieve species richness increase by 25% | Within natural areas plant native species to attract wildlife like pollinators, birds, and insects. Further develop food and shelter for insects and birds e.g. installing bug hotels, creating log piles, letting parts of grass areas grow wild, and avoiding pesticides | |
| Create three flagship habitats by year 3 | Flag ship habitats – wildflower garden Develop field edges into further wildflower spaces Increase biodiversity of forestry area as above | |
| Embed climate education & green skills across the curriculum and wider life of the school | | |
| Embed climate education alongside enrichment opportunities to increase ways to be green | Geography lead to review curriculum areas and align to climate, sustainability and National Curriculum Promote Wheel Wednesdays – use of bikes/ scooters to come to school – use of bike racks | |
| | Two sustainability projects per year group annually June 5: World Environment Day. July (all month): Plastic Free July. | |

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| | Establish a pupil Eco-Committee/green leaders group | |
| Measure and reduce greenhouse gas emissions, working towards net zero operations | | |
| Reduce electricity and gas usage by 15% by End of Year 2 and 30% by End of Year 3 (vs baseline) | Optimise heating controls (setpoints, schedules, zoning); teacher guidance on window/vent use. Use of Solar panels – reduction in energy costs increase in sustainability | |
| 75% of all lighting to be installed with occupancy sensors | Transition to begin Summer 2026 | |
| 90% of school lighting is LED | Consider older areas of the school without LED lighting for replacement | |
| Achieve 50% recycling rate and food waste reduction of 30% | Waste: set up food waste caddies and composting; recycling stations in the dinner hall – colour coded bins | |
| Increase active travel (walk/scoot/cycle) to 65% school-wide | Encourage use of scooters/ bikes throughout the year | |
| Full usage of installed solar panels after termination of PFI contract to reduce energy costs. | Monitor savings to school electricity bills | |