**Orrets Meadow - Climate Action Plan**

**1. Staff Expertise**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Enhance staff knowledge on energy conservation and climate action | 1. Organise CPD workshops on energy efficiency and climate change 2. Share regular updates and tips via staff newsletter 3. Provide training on monitoring energy use and turning off unused electrical items | Headteacher / Eco Club Lead | - CPD provider or internal expertise - Time for training sessions - Communication platform | - All staff attend at least one training session annually - Increased staff engagement in energy saving - Reduction in energy waste incidents | Decarbonisation |
| Embed climate action into staff roles | 1. Include energy and sustainability responsibilities in job descriptions 2. Establish a ‘Green Champion’ among staff for ongoing support and monitoring | Headteacher / HR Manager | - Updated job descriptions - Staff volunteers for Green Champion roles | - Clear accountability for sustainability tasks - Active Green Champion role established | Decarbonisation |

**2. Staff/Pupils**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Increase awareness and participation in climate actions among pupils and staff | 1. Run regular assemblies and workshops focused on energy saving and sustainability 2. Promote turning off lights and electrical items through posters and reminders 3. Integrate energy-saving pledges into daily routines | Eco Club Lead / Class Teachers | - Educational materials - Poster printing - Assembly time | - Visible pupil and staff engagement - Reduction in lights/electrical items left on - Positive feedback from pupils and staff | Climate education and green careers |
| Foster a culture of responsibility for energy use | 1. Create a ‘Lights Off’ campaign with pupil involvement 2. Reward classes with best energy-saving records monthly | Eco Club / SLT | - Reward system (stickers, certificates) - Monitoring tools | - Increased energy-saving behaviours - Regular recognition of positive actions | Decarbonisation |

**3. Buildings/Grounds**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Ensure efficient energy use in buildings | 1. Conduct regular checks to ensure lights and electrical items are turned off when not in use 2. Maintain and optimise new boiler and LED lighting systems 3. Install motion sensors in low-use areas if feasible | Site Manager / Eco Club | - Checklists - Maintenance budget - Possible sensor installation costs | - Consistent reduction in energy consumption - No unnecessary lights or equipment left on - Maintenance logs up to date | Decarbonisation |
| Maximise use of green space for climate benefits | 1. Develop outdoor learning areas to promote biodiversity 2. Plant native species to enhance local ecology | Eco Club Lead / Grounds Staff | - Plants and gardening tools - Outdoor learning resources | - Increased biodiversity recorded - Outdoor spaces regularly used for learning | Biodiversity |

**4. School Lunches**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Promote sustainable school meals | 1. Source locally produced and seasonal ingredients where possible 2. Reduce food waste through portion control and pupil education 3. Continue and enhance food recycling and composting efforts | Catering Manager / Eco Club | - Supplier agreements - Food waste monitoring tools - Compost bins | - Increased local ingredient use - Reduced food waste - Effective food recycling system in place | Decarbonisation |

**5. Curriculum**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Embed climate education across subjects | 1. Integrate climate change topics into existing lessons tailored for special school needs 2. Use practical activities such as gardening and recycling projects 3. Provide staff with curriculum resources and training | Class Teachers | - Climate education resources - Training sessions - Gardening supplies | - Climate topics regularly covered - Pupil understanding demonstrated through projects - Teachers confident delivering content | Climate education and green careers |

**6. Wellbeing**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Support pupil and staff wellbeing through connection with nature | 1. Use green spaces for outdoor learning and relaxation 2. Promote mindfulness activities linked to the environment 3. Encourage participation in Eco Club activities | Eco Club Lead | - Outdoor seating and shade - Mindfulness resources - Staff time | - Increased use of outdoor spaces - Positive wellbeing feedback - Higher Eco Club participation | Adaptation and resilience |

**7. Opportunities for Pupil Leadership**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Empower pupils to lead climate action initiatives | 1. Expand Eco Club membership and activities 2. Establish pupil roles such as ‘Energy Monitors’ for classrooms 3. Facilitate pupil-led campaigns on energy saving and recycling | Eco Club Lead / Class Teachers | - Recruitment materials - Training for pupil leaders - Recognition system | - Active, diverse Eco Club - Pupil-led initiatives implemented - Improved energy and recycling behaviours | Climate education and green careers |

**8. Procurement**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Adopt sustainable procurement practises | 1. Review and prioritise suppliers with strong environmental credentials 2. Purchase eco-friendly cleaning and office supplies 3. Minimise single-use plastics in school resources | Business Manager / Site Manager | - Supplier information - Procurement policy templates - Budget for eco products | - Procurement aligned with sustainability goals - Reduced plastic usage - Positive supplier relationships | Decarbonisation |

**9. Parents**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Engage parents in the school’s climate action efforts | 1. Communicate climate initiatives and progress via newsletters and Facebook 2. Share with parents Eco Club events 3. Provide tips for sustainable practises at home | Eco Club Lead / Headteacher | - Communication channels - Event planning resources - Educational materials | - Increased parental awareness and involvement - Promote Eco events with parents - Positive feedback from parents | Climate education and green careers |

**10. Transportation and Travel**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Promote sustainable travel options | 1. Encourage use of public transport given good accessibility 2. Promote walking and cycling for pupils and staff | School Business Manager / Eco Club | - Promotional materials - Coordination with local transport - Incentives for active travel | - Increased use of sustainable travel modes - Reduced car drop-offs - Participation in travel events | Decarbonisation |

**11. Digital Sustainability**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Reduce digital carbon footprint | 1. Implement policies to switch off unused computers and devices 2. Promote digital decluttering to reduce data storage energy use 3. Use energy-efficient devices where replacements are needed | IT Manager / Eco Club | - IT policy updates - Staff and pupil guidance - Budget for equipment | - Reduced energy use from IT equipment - Staff and pupils following guidelines - Energy-efficient devices in use | Decarbonisation |

**12. Partnerships and Collaborations**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Build partnerships to enhance climate action | 1. Collaborate with local environmental groups for projects and expertise 2. Join networks of special schools and Oak Trees MAT sharing best practises 3. Engage with local authority for support and funding opportunities | Headteacher / Eco Club Lead | - Contact lists - Meeting time - Networking events | - Active partnerships established - Joint projects delivered - Access to additional resources and funding | Climate education and green careers |

**13. Governance and Policy**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Embed climate action in school governance | 1. Develop and approve a formal climate action policy 2. Include climate targets and progress in governing body reports 3. Allocate budget for sustainability initiatives | Headteacher / Governors | - Policy templates - Meeting agendas - Budget planning | - Climate policy adopted - Regular reporting on progress - Dedicated budget lines for sustainability | Decarbonisation |

**14. Resilience and Adaptation**

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| **Objective** | **Actions** | **Person Responsible** | **Resources Needed** | **Success Criteria** | **DfE Area** |
| Enhance school resilience to climate impacts | 1. Monitor and maintain building condition to prevent energy loss 2. Use green space to manage rainwater and reduce heat effects 3. Develop contingency plans for extreme weather events | Site Manager / Headteacher | - Maintenance schedule - Landscaping resources - Emergency planning templates | - Reduced energy loss - Green space effectively managed - Clear contingency plans in place | Adaptation and resilience |

This plan leverages Orrets Meadow’s existing strengths (A energy rating, new boiler, LED lighting, Eco Club) and addresses development areas while being mindful of the school’s special needs context, suburban location, and good transport accessibility. The actions are designed to be achievable, inclusive, and supportive of both pupils and staff.