

Climate Action Plan and Sustainability Strategy



2026–2027

*Working together to ensure that all children will reach their full potential
in a happy, caring, safe and respectful environment.*

Academic year	2026–2027
Headteacher	Mr. Andrew Buttery
Sustainability leadership	Headteacher / designated Sustainability Lead, supported by pupils, staff, governors and operational colleagues
Review cycle	Termly monitoring; formal annual review by July 2027

1. Purpose and Context

Headlands Community Primary School recognises its responsibility to reduce its environmental impact, prepare for the effects of a changing climate and help children develop the knowledge, values and practical skills needed to contribute positively to a sustainable future.

This plan builds on the school's existing curriculum, outdoor learning and community ethos. It is aligned with the Department for Education's sustainability guidance, which identifies four core areas for climate action: decarbonisation and net zero; adaptation and resilience; biodiversity and nature; and climate education and green skills.

The plan is deliberately practical. During 2026–2027, the school will establish clear baselines, strengthen pupil and staff leadership, identify achievable improvements and create reliable measures so that future targets are evidence-based rather than assumed.

2. Our Sustainability Vision

At Headlands, we believe that working together makes a difference. Sustainability will be approached in the same way: through shared responsibility, thoughtful choices and practical action across the curriculum, the school estate and the wider community.

Our school values provide a strong foundation for this work:

- Respect – caring for our environment, resources and community.

- Independence – developing children’s confidence to make responsible choices.
- Aspiration – seeking better, more sustainable ways of working.
- Resilience – preparing our school and community to respond to environmental change.
- Empathy and Kindness – considering the impact of our choices on other people, wildlife and future generations.
- Creativity – encouraging practical, imaginative solutions to environmental challenges.

3. Principles

- Pupil voice will be central to sustainability activity and evaluation.
- Actions will be realistic, measurable and appropriate to the school’s context.
- Curriculum learning will connect knowledge with meaningful practical action.
- Environmental improvement will be considered alongside educational benefit, wellbeing, safety, value for money and accessibility.
- Decisions about energy, buildings, purchasing and grounds will be informed by evidence and available data.
- The school will work with parents and carers, governors, the local community and external partners where this adds value.

4. Existing Strengths to Build On

Headlands already has features that provide a strong platform for climate and sustainability work. These include:

- a broad, ambitious curriculum with planned opportunities across science, geography and the wider curriculum;
- Forest School and outdoor learning opportunities, including use of the school woods;
- whole-school and phase activities linked to Earth Day and Walk to School Week;
- a strong emphasis on personal development, responsibility and contributing positively to the wider community;
- an established School Council structure that can support pupil leadership and consultation;
- a school ethos centred on working together, high expectations and social responsibility.

5. Sustainability Leadership and Accountability

Overall strategic responsibility rests with the Headteacher and Governing Body. During Autumn 2026, the school will confirm a named Sustainability Lead and establish a small sustainability group drawing on appropriate teaching, operational and pupil expertise. The group will coordinate the action plan, collect evidence, report progress and recommend priorities for subsequent years.

- Headteacher / SLT: strategic oversight, resourcing and alignment with the School Development Plan and estate priorities.
- Sustainability Lead: coordinates the plan, evidence and reporting.

- School Council / pupil representatives: pupil voice, campaigns, monitoring and communication.
- School Business Manager / site team: energy, water, waste, procurement and estate information.
- Curriculum and subject leaders: climate education, curriculum mapping and staff development.
- Governors: strategic challenge, support and annual review of impact.

6. Strategic Priorities

DfE pillar	Headlands priority
Decarbonisation and Net Zero	Understand and reduce the school's energy, water, waste and purchasing impact, using reliable baseline information to inform future investment and targets.
Adaptation and Resilience	Identify climate-related risks to the site and school operation, including overheating, extreme weather, drainage and water use, and incorporate appropriate responses into estate and risk planning.
Biodiversity and Nature	Protect and enhance the school grounds for wildlife and learning, using existing outdoor spaces and pupil participation to increase connection with nature.
Climate Education and Green Skills	Ensure pupils encounter coherent, age-appropriate learning about climate, sustainability and the natural world, with opportunities to apply learning through practical action and leadership.

7. Action Plan 2026–2027

The first year focuses on establishing leadership and baselines while delivering visible, achievable improvements. RAG status will be updated termly:

Green = complete/on track; Amber = some delay or further action required; Red = significant concern/not started.

Priority / action	Lead / partners	Timescale	Success criteria / evidence	Review
Leadership: confirm a named Sustainability Lead and establish a sustainability group with pupil representation. Agree termly reporting arrangements.	Headteacher / SLT / Governors	Autumn 1	Named lead in place; group established; responsibilities agreed; sustainability appears on appropriate SLT/governor agendas.	Termly
Baseline audit: record current electricity, gas and water consumption and costs using available bills/meter data. Establish a simple 2025–26 or earliest reliable baseline.	SBM / Site team / Sustainability Lead	Autumn term	Baseline dataset created; significant patterns or anomalies identified; data can be compared termly/annually.	Termly
Energy: complete a practical walk-through audit of lighting, heating controls, equipment and switch-off routines. Identify quick wins and longer-term estate priorities.	Site team / SBM / pupil reps	Autumn term	Audit completed; action list produced; quick wins implemented; larger items included in estate/financial planning.	Spring 1
Energy behaviour: launch a pupil-supported switch-off campaign for lights, screens and equipment when not required.	Sustainability Lead / School Council / staff	Autumn 2 onward	Campaign visible across school; pupil monitors involved; spot checks show improved routines.	Half-termly
Waste: audit classroom, office and communal recycling arrangements and identify avoidable single-use items. Standardise clear recycling points where practicable.	SBM / Sustainability Lead / School Council	Autumn 2	Waste/recycling audit completed; consistent signage/arrangements introduced; priority single-use items identified for reduction.	Spring 1

Priority / action	Lead / partners	Timescale	Success criteria / evidence	Review
Food waste: review current catering and food-waste arrangements with the catering provider and identify realistic steps to reduce waste and improve separation/collection.	SBM / Catering provider	Spring term	Current arrangements documented; agreed actions implemented where feasible; pupil messaging supports waste reduction.	Summer 1
Procurement: add proportionate sustainability considerations to routine purchasing decisions, including durability, reuse, recycled content, packaging and local supply where appropriate and value for money is maintained.	SBM / budget holders	Spring term onward	Purchasing guidance/check prompts agreed; examples of more sustainable purchasing recorded.	Summer 2
Climate resilience: undertake a site review covering overheating, shade, drainage/flooding, water availability, severe weather and vulnerable areas of the estate. Link findings to risk and estate planning.	Headteacher / SBM / Site team	Spring term	Climate-risk review completed; priority actions recorded; relevant items reflected in risk/estate plans.	Annual
Biodiversity baseline: map key habitats and features across the school grounds, including trees, planted areas, school woods and opportunities for wildlife. Consider registration with the National Education Nature Park.	Sustainability Lead / Science or Geography Lead / pupils	Autumn–Spring	Simple habitat map/baseline created; pupil involvement evidenced; Nature Park participation considered/started if appropriate.	Spring 2
Biodiversity improvement: deliver at least two pupil-led enhancements, selected from the baseline evidence (for example native/wildflower planting, habitat piles, bird/insect features or food-growing areas).	Sustainability group / Site team / pupils	Spring–Summer	At least two improvements completed; before/after evidence collected; maintenance responsibilities agreed.	Summer 2

Priority / action	Lead / partners	Timescale	Success criteria / evidence	Review
Curriculum audit: map where climate change, sustainability, biodiversity, responsible resource use and related green skills are currently taught from EYFS to Year 6. Identify gaps and unnecessary duplication.	Curriculum Lead / subject leaders	Autumn–Spring	Whole-school map completed; strengths/gaps identified; agreed refinements incorporated into planning for 2027–28.	Summer 1
Learning in and about nature: build on Forest School, outdoor learning, Earth Day and existing curriculum opportunities so pupils can connect environmental knowledge with practical action.	Phase / subject leaders	Across year	Examples of purposeful outdoor/climate learning across phases; pupil voice demonstrates growing understanding and agency.	Termly
Active travel: promote Walk to School Week and review opportunities to increase walking, cycling and scooting safely, informed by pupil/family voice.	PSHE/PE leads / School Council	Spring–Summer	Campaign delivered; pupil/family feedback gathered; realistic next steps identified.	Summer 2
Communication: share climate-action priorities and progress with staff, governors, pupils and families, including a short year-end impact update.	Headteacher / Sustainability Lead	Termly / July 2027	Updates shared; evidence of pupil contribution; annual impact summary completed and next-year priorities agreed.	July 2027

8. Monitoring, Evaluation and Review

Progress will be reviewed termly by the Sustainability Lead and senior leadership team, with appropriate updates to governors. Monitoring will focus on evidence of impact rather than completion of activities alone.

- energy and water consumption data, where reliable and comparable;
- waste and recycling arrangements and any available collection data;
- pupil voice and participation;
- curriculum mapping, planning and examples of learning;
- photographic or mapped evidence of biodiversity improvements;
- site and estate records, including climate-resilience actions;
- staff, family and community engagement where relevant.

At the end of the academic year, the school will evaluate progress against the action plan, identify actions to carry forward and set evidence-based priorities and targets for 2027–2028. Longer-term numerical targets will be adopted once reliable baseline information is available.

9. Links to Other School Priorities

This plan should be read alongside relevant school documents and priorities, including the School Development Plan, curriculum plans, Health and Safety arrangements, estate and maintenance planning, procurement and finance procedures, travel initiatives, and policies relating to curriculum, behaviour, inclusion and personal development.

10. Review Record

Plan period	September 2026 – August 2027
Termly review	Autumn / Spring / Summer
Annual evaluation due	July 2027
Next plan	2027–2028, informed by baseline and impact evidence