



HARVILLS HAWTHORN PRIMARY SCHOOL

CLIMATE ACTION PLAN

2026-2027

Building a greener future together

Our whole-school plan for climate action, sustainability and pupil leadership.

PUPIL VOICE IS AT THE HEART OF EVERYTHING WE DO.

Building on our Eco-Schools Green Flag Award with Distinction

DREAM • BELIEVE • ACHIEVE



Plan at a glance

This plan brings together environmental improvement, curriculum and enrichment, pupil leadership, community partnership and estate management in one whole-school framework.

Plan period	September 2026 - August 2027
Sustainability Lead	Mrs. H. Marsden
SLT Link	Miss J. Sheen
Governor Link	Mr. M. Bains
Review cycle	Termly: Autumn 2026, Spring 2027, Summer 2027
Next full review	Summer 2027

Our vision

At Harvills Hawthorn Primary School, we are committed to building a greener future together. Sustainability will be visible in what pupils learn, how they travel, how we use resources, how we care for our grounds and how children lead positive change.

Our aim is to develop pupils' knowledge, practical skills, confidence and agency so that they can understand environmental challenges and contribute to solutions in school, at home and in the wider community.

Our four priorities

01 Decarbonisation & Net Zero	Using less energy • Reducing waste and food waste • Greener travel
02 Adaptation & Resilience	Preparing for hotter weather • Managing rain • Saving water
03 Biodiversity & Nature	Creating habitats • Growing food • Learning outdoors
04 Climate Education & Green Skills	Curriculum • Enrichment • Careers-related learning • Pupil leadership

How we will work

- Use baseline information and repeat measurements so that improvement can be demonstrated.
- Set realistic numerical targets once reliable baselines have been established.
- Give the Eco-Committee a meaningful role in choosing priorities, collecting data, leading campaigns and reporting impact.
- Review progress termly through a simple RAG system and report key findings to SLT and governors.
- Engage families, external partners and the wider community in relevant actions.
- Publish or share an annual impact summary showing achievements, learning and next priorities.

DfE alignment

The plan is organised around the four pillars in current Department for Education guidance: decarbonisation and net zero; adaptation and resilience; biodiversity and nature; and climate education and green skills. The school will nominate sustainability leadership and use a whole-setting approach involving pupils, staff, operational colleagues, senior leaders and governors.



01 Decarbonisation & Net Zero

OUR AIM: USE RESOURCES WISELY, REDUCE WASTE AND CUT AVOIDABLE CARBON EMISSIONS.

Objective	Actions	Lead	Timescale	Resources / cost	Success measures	Evidence / monitoring	RAG
Save energy	Monitor electricity use; pupil-led energy audits; relaunch the Switch-off Squad; switch off lights, screens and equipment when not needed.	Sustainability Lead / Site Manager / Eco-Committee	Baseline Autumn 2026; termly	Energy data; audit materials; staff/pupil time	90%+ classrooms following routines; establish baseline and track avoidable energy use	Bills/data; audits; spot checks; pupil records	□
Reduce waste & food waste	Audit waste and improve recycling; reduce single-use items and unnecessary paper. Eco-Committee to weigh food waste, establish a baseline, launch a whole-school food-waste reduction assembly, continue weekly weighing and share weekly results in assembly.	Eco-Committee / Sustainability Lead / Catering Team	Baseline and launch Autumn 2026; weekly monitoring	Scales/containers if required; campaign materials; cost TBC	Agree a percentage food-waste reduction target after baseline; reduce avoidable general waste	Weekly weights and trend graphs; assembly slides; audits; pupil voice	□
Travel greener & improve air quality	Continue WOW Living Streets and Travel Tracker; Walk to School Week; walking, cycling, scooting and park-and-stride; Bikeability; anti-idling and clean-air messages; link travel choices to air quality.	Sustainability Lead / Eco-Committee / relevant partners	Throughout year	Existing travel resources; campaign materials	Increase active/sustainable journeys; participation in key travel initiatives	Travel Tracker; participation records; campaign evidence; pupil voice	□
Sustainable purchasing	Where practical, consider environmental impact when purchasing; reduce unnecessary single-use products; reuse resources and choose durable/recyclable alternatives where appropriate.	School leaders / Office / Site team	Throughout year; review termly	Within existing procurement processes	Examples of reduced single-use purchasing and increased reuse where feasible	Purchase decisions; examples/case studies; waste audit findings	□



02 Adaptation & Resilience

OUR AIM: A SCHOOL THAT IS BETTER PREPARED FOR EXTREME WEATHER.

Objective	Actions	Lead	Timescale	Resources / cost	Success measures	Evidence / monitoring	RAG
Keep cool	Review pupil shade; explore natural shade through planting; monitor classroom temperatures; review ventilation and hot-weather procedures.	Site Manager / Sustainability Lead	Initial review Autumn 2026; warmer periods; pre-summer review	Thermometers/data loggers if required; shade/planting TBC	More access to shade where feasible; identified overheating risks have actions	Shade audit; temperature records; procedures; photographs	□
Manage heavy rain	Identify where water collects; maintain drains/gutters; explore planting, rain gardens and water butts; use nature-based solutions where appropriate.	Site Manager	Autumn/Winter and after significant rainfall	Maintenance budget; water butts/planting TBC	Reduced standing-water problems	Site checks; maintenance records; before/after photographs	□
Save water	Monitor water use where data is available; leak checks; promote water-saving behaviours; use collected rainwater for gardens.	Site Manager / Eco-Committee	Monthly / termly	Water data; water butts if required	Establish baseline where possible; more rainwater captured/reused	Readings/bills; leak records; photographs; campaigns	□
Climate risk review	Complete an annual school-level review of overheating, heavy rainfall/flooding and water-pressure risks; identify practical actions and escalate estate issues where required.	Sustainability Lead / Site Manager / SLT	Autumn 2026; review Summer 2027	Staff time; premises information	Key climate risks identified, owned and reviewed	Risk review; premises records; actions reported to SLT/governors	□
Estates & long-term sustainability	Consider climate resilience, energy efficiency, access to nature and decarbonisation when planning maintenance, refurbishment and future estate improvements.	SLT / Site Manager / Governors	During premises and budget planning	Existing estate/budget planning	Climate considerations evidenced in relevant premises decisions	Premises plan; governor/SLT records; project documentation	□



03 Biodiversity & Nature

OUR AIM: MORE HABITATS, MORE OBSERVATION AND A STRONGER CONNECTION WITH NATURE.

Objective	Actions	Lead	Timescale	Resources / cost	Success measures	Evidence / monitoring	RAG
Discover & monitor	Annual biodiversity survey; map habitats; record plants/wildlife; seasonal surveys using photographs, counts and mapping; take part in the RSPB Big Schools' Birdwatch.	Sustainability Lead / Eco-Committee / Pupils	Baseline Autumn; seasonal; annual review	Survey and identification resources	2+ habitat improvements; biodiversity evidence collected at least 3 times	Maps; species counts; Birdwatch data; photographs; pupil records	□
Create habitats	Develop native planting and habitats; expand pollinator-friendly areas; reduce unnecessary mowing where appropriate.	Sustainability Lead / Site Manager	Autumn-Summer	Seeds/plants/materials; TBC	At least 2 habitat improvements implemented	Before/after photographs; planting records; updated habitat map	□
Gardening Club - grow & care	Maintain a pupil Gardening Club. Grow fruit, vegetables and pollinator-friendly plants; care for planting areas; explore seasonal growing, habitats, composting and sustainable food.	Gardening Club Lead / Sustainability Lead / Pupils	Regularly and seasonally	Seeds, compost, tools and growing equipment; TBC	Club meets regularly; produce/plants grown; pupils contribute to school grounds	Register; planting log; harvest records; photographs; pupil voice	□
Experience nature	Use school grounds for curriculum learning; grow, observe and explore through the seasons; provide every year group with outdoor learning opportunities.	Curriculum Leads / Teachers	Throughout year	Existing grounds/curriculum resources	All year groups take part in nature-based learning	Planning; pupil work; photographs; class records	□
Care for our environment	Organise pupil-led litter picks in school grounds and, where appropriate, the local environment; connect activity to learning about waste, pollution and stewardship.	Eco-Committee / Staff	Termly / as appropriate	Litter-picking equipment; risk assessment	Regular pupil participation and evidence of environmental care	Activity records; photographs; pupil voice; observations	□



04 Climate Education & Green Skills

OUR PUPILS WON'T JUST LEARN ABOUT SUSTAINABILITY - THEY'LL HELP MAKE IT HAPPEN.

Sustainability in action

Climate and sustainability education will extend beyond classroom teaching. Pupils will learn through curriculum study, practical experiences, visitors, workshops, clubs, campaigns and whole-school events. Planned opportunities include World Environment Day, Cut Your Carbon, Walk to School Week, Bikeability, the RSPB Big Schools' Birdwatch, Gardening Club, growing fruit and vegetables, litter picks, food-waste monitoring and partnership work on air quality.

Objective	Actions	Lead	Timescale	Resources / cost	Success measures	Evidence / monitoring	RAG
Learn	Map sustainability learning from EYFS to Year 6 and build clear progression. Enrich learning through relevant visitors and workshops.	Curriculum Lead / Sustainability Lead	Audit Autumn; development Spring; ongoing	Staff time; visitor/workshop resources	Clear EYFS-Y6 progression; pupils experience relevant enrichment	Curriculum map; planning; work scrutiny; visitor/workshop records	□
Whole-school engagement	Celebrate World Environment Day, with each year group exploring an age-appropriate environmental theme. Participate in Cut Your Carbon and other agreed campaigns.	Sustainability Lead / Teachers / Eco-Committee	At relevant points in year	Campaign/event resources	All year groups participate in World Environment Day; evidence of campaign engagement	Displays; pupil work; photographs; assemblies; pupil voice	□
Investigate & solve	Carry out environmental audits and collect data; measure energy, water and food waste; grow plants; observe, analyse, collaborate and propose practical solutions.	Teachers / Eco-Committee	Throughout year	Existing data; measuring/growing resources	Pupils demonstrate observation, measurement, data and problem-solving skills	Graphs; audits; pupil proposals; projects; presentations	□
Green careers	Explore conservation, renewable energy, environmental science, sustainable construction and other greener careers as part of careers-related learning. Use visitors/workshops and curriculum links to connect green skills with future pathways.	Curriculum Leads / Careers-related learning lead	Throughout year	Curriculum resources; visitors/links where available	Pupils encounter a range of greener careers and can make links between learning, skills and jobs	Careers-related learning records; pupil work; visitor records; pupil voice	□
Clean air education	Continue partnership work with Sandwell Council's Air Quality and Climate Change colleagues, including the Auntie Duck Air Quality Education Programme, using assemblies, workshops and resources to explore pollution, health, clean air and travel choices.	Sustainability Lead / Teachers / Eco-Committee / Sandwell partners	Throughout year	Partner resources; curriculum/assembly time	Pupils can explain key air-quality issues and actions that support cleaner air	Workshop/assembly records; pupil work; photographs; pupil voice	□
Have a voice	Eco-Committee helps choose priorities; pupils lead campaigns, complete audits, communicate results and review progress.	Sustainability Lead / Eco-Committee	At least termly	Meeting time; campaign materials	Pupils can identify changes they have influenced	Minutes; pupil voice; campaign evidence; photographs	□
Staff development	Provide relevant sustainability/climate information and CPD opportunities; share useful resources and effective practice across staff.	Sustainability Lead / SLT	At least annually and as opportunities arise	Staff meeting/CPD time	Staff confidence and curriculum/operational awareness strengthened	CPD records; staff feedback; shared resources; planning evidence	□



Leadership, partnerships and community engagement

Leadership and accountability

The Sustainability Lead will coordinate the plan with the Headteacher/SLT, Site Manager, curriculum leaders, teaching staff, catering colleagues, Eco-Committee and governors. Named role-holders will be recorded by the school.

- Coordinate activity across the four pillars and maintain RAG monitoring.
- Use available data to establish baselines, agree targets and evaluate impact.
- Identify barriers, resources and decisions requiring SLT or governor attention.
- Report progress to SLT and governors each term and coordinate the annual review.
- Ensure pupil voice contributes to priority-setting, delivery and evaluation.

Partnerships and family engagement

The school will use external expertise and community links to enrich climate action. This includes continued work with Sandwell Council's Air Quality and Climate Change colleagues and the Auntie Duck programme, alongside relevant visitors, workshops and travel, nature or environmental partners.

Families will be kept informed of relevant campaigns, results and practical actions - for example food-waste trends, active travel, anti-idling, World Environment Day and Cut Your Carbon - so that pupils can extend learning and positive action beyond school.

RAG monitoring key

Rating	Meaning	Response
Green	Completed or progressing as planned	Continue and gather evidence.
Amber	Underway but with delays, barriers or concerns	Agree corrective action/resources.
Red	Not started or significant barriers	Escalate and agree next steps.
Not reviewed	Not yet formally assessed	Review at next monitoring point.

Termly governor monitoring record

Review	Overall RAG	Key achievements / data	Actions needing attention	Resources / decisions	Pupil voice / impact
Autumn 2026					
Spring 2027					
Summer 2027					

Annual impact report

At the end of the academic year, the school will produce a concise impact summary for governors and the school community. It will report measurable progress, pupil contribution, successful activities, barriers and priorities for 2027-2028.

What did we achieve and which targets were met?

What do our data show about energy, waste/food waste, travel, water and biodiversity?

What difference did pupils make?



What did pupils learn through curriculum, careers-related learning, visitors and workshops?

What should continue, change or become a priority next year?

Approval

Responsibility	Name	Signature	Date
Headteacher			
Sustainability Lead			
Governor / Trustee representative			
Eco-Committee / Pupil representative			

Next review date: _____

References and alignment

Department for Education: Sustainability leadership and climate action plans in education (England; current guidance last updated 30 October 2025).

Sandwell Council: Auntie Duck Air Quality Education Programme; Air quality and schools; Sandwell Air Quality Action Plan 2025-2030.