



St Paul's Church of England Academy

Climate Action Plan 2026 to 2027

This plan sets out the academy's priorities for 2026 to 2027 and supports the Department for Education's four climate action pillars.

The Principal, nominated Sustainability Lead and governors will review progress termly, using evidence from pupils, curriculum, premises and resource data.

Priority area	Specific focus for 2026 to 2027	DfE climate action pillar
A Leadership and engagement	Named leadership, pupil voice, staff development, family and community engagement, data and governor oversight	Supports all four pillars
B Decarbonisation	Energy and water, waste, purchasing, food and sustainable travel	Decarbonisation
C Adaptation and resilience	Climate risk assessment, extreme weather response, ventilation, shading, drainage and water efficiency	Adaptation and resilience
D Biodiversity	Habitat improvement, outdoor learning, nature mapping and pupil-led action	Biodiversity
E Climate education and green careers	Progressive curriculum, staff confidence, practical action and age-appropriate awareness of green careers	Climate education and green careers

Priority	Objective	Success measures	Actions	Resources	Timescale and lead	Monitoring and progress
A	Secure clear sustainability leadership and engage pupils, staff, families and governors in delivering the plan.	Sustainability Lead confirmed. Eco Committee meets at least termly. Termly progress update received by SLT and governors. Pupil and parent voice shows growing awareness and participation.	Confirm the Sustainability Lead and responsibilities. Agree a 2026 to 2027 baseline and priorities. Relaunch the Eco Committee with representatives across the school. Share practical sustainability guidance through newsletters and events. Include climate action in governor monitoring and the annual review.	Principal and SLT; Sustainability Lead; staff; pupils; governors; families. Existing communication channels and meeting time. Minimal cost.	Autumn 2026: leadership, baseline and pupil group. Termly: review and reporting. Lead: Principal and Sustainability Lead.	Leadership record; Eco Committee minutes; pupil and parent voice; newsletters; governor minutes; annual evaluation.
B	Reduce avoidable carbon emissions and resource use through better data, routines and purchasing decisions.	Monthly energy and water use is monitored against a 2025 to 2026 baseline. A waste audit is completed and at least two reduction actions are embedded. A downward trend is evident where building use and weather allow. More pupils and families choose active or shared travel where practical.	Record monthly electricity, gas and water data. Complete pupil-led energy and waste audits. Embed switch-off, recycling and paper-reduction routines. Review purchasing for durability, reuse and reduced packaging. Promote walking, cycling, scooting and car sharing safely. Review food waste with the catering provider.	Site Manager; Office Manager; Sustainability Lead; Eco Committee; catering provider. Meter and invoice data; existing bins and communications. Costs subject to approved premises budget.	Autumn 2026: establish baselines and audits. Spring 2027: implement and check actions. Summer 2027: evaluate impact. Lead: Sustainability Lead and Site Manager.	Monthly usage log; waste audit; purchasing checks; travel and pupil voice; termly SLT review.

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C	Strengthen the academy's resilience to heat, flooding, storms, snow and other extreme weather.	Climate Risk Assessment completed and approved by December 2026. Actions are reflected in business continuity and emergency procedures. Staff understand the response to heat and severe weather. Priority premises actions are identified and costed.	Assess local and site-specific risks, including heat, flooding, storms, snow and water disruption. Review shade, ventilation, drainage, water access and vulnerable rooms. Set clear triggers, communications and responsibilities for each event. Integrate actions into business continuity arrangements and staff briefings. Review after any significant event and annually thereafter.	Principal and SLT; Site Manager; Health and Safety Lead; local advice where needed. Site plans, risk assessments and communication systems. Capital items subject to approval and available funding.	Autumn 2026: assessment and site review. By December 2026: approve and integrate plan. Spring 2027: staff briefing and follow-up actions. Lead: Principal and Site Manager.	Completed risk assessment; business continuity cross-reference; staff briefing record; premises action log; governor assurance.
D	Increase biodiversity and pupils' connection with nature through practical, curriculum-linked improvements to the school grounds.	A baseline map or audit of habitats is completed. At least two sustainable habitat improvements are established. Every year group takes part in outdoor or biodiversity learning. Pupils can explain the purpose and impact of the improvements.	Map existing habitats using the National Education Nature Park or a simple school audit. Select two achievable improvements, such as pollinator planting, bird or insect habitats, or reduced mowing. Build maintenance into site routines. Use the grounds for curriculum-linked observation and data collection. Record change through photographs and pupil voice.	Sustainability Lead; Eco Committee; teachers; Site Manager; volunteers. Outdoor spaces, gardening equipment and curriculum resources. Small allocation for plants, seeds and materials; seek donations or grants.	Autumn 2026: baseline and project choice. Spring and Summer 2027: implementation and monitoring. Lead: Sustainability Lead and Eco Committee.	Nature map or audit; photographs; participation record; curriculum evidence; pupil voice; annual governor update.

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E	Ensure climate education is coherent, age appropriate and linked to meaningful action and future opportunities.	Curriculum audit completed by December 2026. Every year group has identified climate and sustainability learning. Relevant staff development is delivered. Pupil voice shows secure understanding of local and global action. Older pupils encounter age-appropriate examples of green careers.	Audit current provision to identify strengths, repetition and gaps. Agree progression in knowledge, vocabulary and practical experience from EYFS to Year 6. Provide focused staff development and trusted resources. Link learning to Eco Committee and biodiversity projects. Include age-appropriate green-career links through visitors, texts and curriculum examples.	Curriculum Lead; subject leaders; teachers; Sustainability Lead. Existing curriculum, library and online resources. External support used where free or within approved CPD budgets.	Autumn 2026: audit and progression review. Spring 2027: staff development and implementation. Summer 2027: evaluate through work and pupil voice. Lead: Curriculum Lead and Sustainability Lead.	Curriculum maps; planning and work scrutiny; staff feedback; pupil voice; participation evidence; report to SLT and governors.