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| --- | --- | --- | --- |
|  | **Action** | **Strategies** | **Person Responsible** |
| **Governance and community engagement** | * Appoint a sustainability lead in line with [expectations](https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education) from DfE
* Create a green wellbeing team
* Setup an inclusive climate committee
 | * Teachers, TA’s, pupils, parents; involve emotional health champions
* Draw on pupil led design principles
 |  |
| **Baseline auditing and mapping** | * Monitor energy use on a regular basis
* Set BMS/BES appropriately over weekends, school holidays etc.
* Map therapeutic outdoor spaces
 | * Through platforms such as [Energy Sparks](https://energysparks.uk/campaigns/find-out-more)
* Think about when the building will not be in use
* Blend SEMH and environment goals e.g. calm corners doubling as biodiversity zones
 |  |
| **Awareness and curriculum integration** | * Take part in a switch off campaign
* Education around recycling
* Raise awareness around water consumption
 | * [‘Switch off fortnight’](https://jointhepod.org/campaigns/sof25) aim for 10% reduction
* As part of assemblies ‘[Young Climate Warriors](https://www.youngclimatewarriors.org/)’ or carry out a waste audit ([Waste Busters](https://www.wastebuster.co.uk/resources/teaching-pack/recycle-now-with-busta-waste-audit-and-action-plan-guide/580))
 |  |
| **Quick wins** | * Switch to LED lightbulbs
* Install a smart meter
* Run active travel campaigns
* Increase meat-free offer
* [Check](https://www.anglianwater.co.uk/siteassets/household/in-the-community/school-water-audit.pdf) water meter for leaks
 | * Contact energy providers for a free consultation
* Promote walking/biking to school
* Meat-free Mondays every week
 |  |

**YEAR 1 – Build foundations and awareness**

**YEAR 2 – Embed and expand**

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|  | **Action** | **Strategies** | **Person Responsible** |
| **Decarbonisation and infrastructure** | * Install renewables (solar/heat pumps)
* Achieve 30% energy reduction
* Apply for DfE’s climate action grants
 | * Use reinvested savings/grants
* Relative to the Year 1 baseline
* If eligible
 |  |
| **Resilience and adaptation** | * Add shade trees, and rain gardens to assess heat/flood risk
* Build a dedicated ‘climate calm space’
 | * Write a heatwave policy that addresses areas such as; school dress code, passive ventilation, and sun cream. Consider adopting the [‘Joint Union Heatwave Protocol’](https://neu.org.uk/latest/library/joint-union-heatwave-protocol)
* For pupils who suffer with climate related anxiety
 |  |
| **Educational excellence** | * Seek [eco-schools green flag](https://www.eco-schools.org.uk/)
* Deliver a pupil-led climate/well-being event
* Publish a green+ well-being report
 | * Expanding across the 7 themes
* Invite families and council members
* Celebrate achievements and next steps
 |  |
| **Community leadership** | * Lead a network of local SEMH schools
* Collaborate with local councils
* Apply for the national ‘[Green Schools Alliance](https://www.greenschoolsalliance.org/#:~:text=Created%20by%20schools%2C%20for%20schools,%2C%20and%20climate%2Dresilient%20schools.)’ me
 | * Use Southwark/Ealing resources
* Membership and awards
 |  |

**YEAR 3 – Innovate and lead**

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|  | **Action** | **Strategies** | **Person Responsible** |
| **Energy and buildings** | * Improve insulation
* Investigate small scale renewables
* Install energy monitor displays
 | * Install window draft strips
* Solar panels, air-source heat pump
* In calm zones
 |  |
| **Grounds and biodiversity** | * Establish a gardening/nature club
* Start student-led wildlife surveys at break times
 | * Sensory planting, use green light trust model for woodland planting
* Explore and observe what wildlife is on the school grounds already
* Register school with [RHS Campaign](https://www.rhs.org.uk/education-learning/school-gardening/sign-up)
 |  |
| **Waste, water and consumption** | * Launch termly ‘eco-wellbeing challenges’
* Enhance recycling and water use monitoring
 | * Set up an eco-club for pupils to take leadership
* Water-butts in the garden to use rainwater for watering plants.
* Automatic taps
 |  |
| **Curriculum and engagement** | * Integrate climate projects into SEMH support
* Register with [The Nature Park (NENP)](https://www.educationnaturepark.org.uk/)
* Access the [Climate Ambassadors Scheme](https://climateambassadors.org.uk/)
 | * Growing foods and reflection zones
* Embed nature based learning, encourage young people to improve their site for wildlife and people
* Invite the climate ambassadors to school to do an assembly on a topic of interest
 |  |

**Monitoring and evaluation**

* Termly track energy, waste, water, and travel
* Conduct pupil and staff surveys on wellbeing and environmental confidence
* Annual publication of progress and next-year goals
* Celebration events each year, including sensory garden showcase and awards
* Add to termly school council agenda

**SEMH Links**

* **Integrates well-being and nature**: outdoor learning supports emotional regulation
* **Inclusive, trauma informed design**: calm corners double as learning zones
* **Practical, sensory engagement**: plants, compost, and tools give hands-on support
* **Peer and community support**: builds confidence and civic agency
* **Clear, achievable steps**: avoids overwhelm, celebrates progress