



Climate Action Plan

Introduction

This Climate Action Plan has been developed in recognition of both the national expectations set out in the Department for Education's Sustainability and Climate Change Strategy for Education and the specific operational realities of this provision.

The school does not own or directly control the buildings it occupies. Decisions relating to building fabric, heating systems, energy infrastructure, capital investment and utility procurement sit with external organisations including Cheshire & Wirral Partnership (CWP) and the local authority. As a result, the school has limited access to metered energy data and no authority to implement or fund estate-based decarbonisation measures.

This plan therefore adopts a proportionate, influence-based approach. It distinguishes clearly between:

- areas where the school exercises direct control,
- areas of shared responsibility or influence, and
- areas that are outside the school's control.

Safeguarding, inclusion and access to education for learners remains paramount. In particular, transport arrangements and site use are frequently needs-led, prioritising attendance, engagement and wellbeing. Where such arrangements have a higher environmental impact, this is acknowledged transparently within the plan and addressed through realistic partnership working rather than unrealistic target-setting. The focus of this Climate Action Plan is therefore on:

- embedding climate education and sustainability through curriculum, culture and student voice;
- strengthening operational resilience while protecting learner access;
- influencing estates and energy outcomes through data-sharing and engagement with responsible bodies; and
- improving sustainability within procurement, resources and waste management where the school has authority to act.

By setting out these boundaries clearly, this plan provides a credible and honest baseline, a deliverable 12-month action framework, and a foundation for continuous improvement that aligns with national policy while remaining appropriate to the school's context, capacity and priorities.

Baseline Dashboard

DfE Pillar	School Control	Baseline Position	RAG
Pillar 1 – Climate education & green skills	Direct	- Climate education is embedded through PSHE and outdoor education curriculum - Students complete AQA Unit Awards in biodiversity and ecology, providing structured opportunities to develop knowledge and understanding of environmental issues ensuring access to climate-related learning - Student led climate project identified as part of STEM curriculum which will increase knowledge of climate change amongst pupils and staff - Close collaboration with Chester Zoo working on sustainability project across both sites - Green careers are promoted through the work of the transition team and STEM emporium supporting pupils to explore future pathways linked to sustainability and environmental sectors.	●
Pillar 2 – Climate resilience & adaptation	Partial	- Operational resilience is safeguarding-led with access to education prioritised. - Extreme weather can disrupt learning, increase pupil dysregulation, and affect taxi-based transport arrangements. Close liaison with transport providers, flexible timetabling, and strong wellbeing practices form the core of the school's existing adaptive capacity. - The school relies on flexible operational responses rather than physical building adaptations to manage climate risks. - Overheating presents a safeguarding risk at hospital site with passive measures deemed insufficient. Mechanical cooling is due to be installed as a targeted adaptation measure, where its energy impacts are recognised and use will be reviewed regularly	●

DfE Pillar	School Control	Baseline Position	RAG
		The school has in place air filtration units in offices to improve air quality for staff who have asthma and other respiratory conditions in order to reduce health risks associated with air pollution and climate-related air quality impacts	
Pillar 3 – Energy & net zero estate	External	- No building ownership or energy control. Estate decarbonisation is LA & Trust led and therefore treated as a structural constraint - Updates are requested from the landlord on sustainability plans and drives to net zero - Photovoltaic system installed at hospital site (57 panels) - Motion sensors installed on light fittings at hospital site - Outdoor lessons are in place which reduces carbon emissions - Student transport arrangements are largely commissioned and managed by the Local Authority for the community site, and associated emissions data are not available to the school for direct measurement or reporting. Transport decisions are safeguarding and needs-led, prioritising attendance, engagement and wellbeing. The school recognises that these arrangements may result in a higher environmental impact. This constraint is acknowledged transparently within the plan. Where appropriate and safe to do so, pupils share taxis following individual risk assessments. Beyond this, the school's role is limited to partnership engagement rather than emissions reduction target-setting, to avoid compromising safeguarding or access to education. - The school provides a larger capacity vehicle to transport pupils to off-site provision resulting in less journeys. The 2011 vehicle has been replaced with one that operates to significantly higher emissions standards and improved fuel efficiency reducing overall carbon impact. It is recognised that whilst it is not zero emission it represents an emissions reduction	●

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DfE Pillar	School Control	Baseline Position	RAG
Pillar 4 – Supply chains, waste & biodiversity	Shared	• Purchases are primarily made through existing frameworks, with limited environmental criteria embedded. Sustainability information is not routinely requested from suppliers. • Delivery related emissions are managed through reduced ordering frequency and consolidation rather than quantified per-delivery emissions due to data limitations • Waste is landlord-managed; food waste separated at community site with recycling bins available. A single-stream recycling approach is used at the hospital site. • Biodiversity integrated into green curriculum eg. Gardening club, forest school • Food grown at hospital site, tree planting taking place • School is a member of online biodiversity network – Education Nature Park	●



12-Month Climate Action Plan

DfE Pillar	Action	Control Type	Lead	Timescale	Outcome	How progress will be evidenced
Climate education & green skills	School to join a climate change network and participates in regular meetings	Direct	Science teacher	Autumn 26	School is kept informed of latest initiatives and opportunities and is able to share best practice	Updates shared with staff and governors
Climate education & green skills	Embed sustainability and climate education in the wider curriculum. Climate awareness workshops to be arranged through external providers Incorporate GCSE Natural History into the curriculum	Direct	SLT	Autumn 26 Autumn 2027	Climate education is featured in more lessons leading to improved climate and environmental literacy Development of responsible and sustainable behaviours in pupils who are then better equipped to respond to climate challenges	Curriculum plans; pupil voice, updates to governors
Climate resilience & adaptation	Develop an emergency response plan to build resilience in school and establish protocols for rapid recovery after climate events	Influence	SLT	Summer 2	The school's resilience to climate-related risks is strengthened by improving preparedness, safeguarding pupils and staff, and ensuring continuity of learning	Approved plan; SLT meeting minutes; MCM minutes

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DfE Pillar	Action	Control Type	Lead	Timescale	Outcome	How progress will be evidenced
					during extreme weather events	
Climate resilience & adaptation	Purchase indoor temperature data loggers with built in sensors to monitor heat in classrooms and offices	Influence	SLT	Spring 27	Allows the school to identify spaces at risk of overheating and put timely measures in place. Enables efficiency by identifying rooms that are heated unnecessarily Provides evidence to prioritise improvements eg. shading, ventilation	Monitoring reports; issues escalated to LA or CWP estates
Energy & net zero estate	Change behaviours in the school community by running a 'switch off' campaign	Influence	Science teacher	Autumn 26	Reduction in energy use and carbon emissions while building long-term sustainable habits across the school community.	Visual audits; feedback
Energy & net zero estate	Work collaboratively with the LA and Trust and participate in consultations on capital works programmes	Influence	SLT	Spring 27	Allows the school to align with estate wide net zero strategies. The school achieves meaningful, long-term improvements to its buildings that	SLT minutes; MCM minutes

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DfE Pillar	Action	Control Type	Lead	Timescale	Outcome	How progress will be evidenced
					support energy efficiency, net-zero goals, and resilience.	
Energy & net zero estate	Embed climate considerations into policies and plans. Include the reduction of avoidable energy use by improving switch-off compliance and heating controls awareness across the school as a target in the SDP	Direct	SLT	Autumn 2026	Pupil and staff feedback demonstrates that temperature and comfort is improved Visual checks and audit confirm a reduction in frequency of lights and equipment left on	Policy reviews; audit checks
Supply chains, waste & biodiversity	Review current procurement practices and supplier sustainability credentials	Direct	SBM	Autumn 26	Reduction in carbon and environmental impact More sustainable and responsible supply chains Better value for money long term	Information added to contracts register; shared with governors and evidenced in MCM minutes
Waste consumption & recycling	Reduce waste by identifying and eradicating single use plastics	Direct	SLT	Autumn 26	Environmental impact is lowered, reduction in carbon emissions and waste, supports	Procurement changes; awareness activities



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DfE Pillar	Action	Control Type	Lead	Timescale	Outcome	How progress will be evidenced
					sustainable procurement, and fosters environmentally responsible behaviours across the school community	
Biodiversity	Rewilding of areas of school ground using native plants and without the use of chemicals or pesticides	Influence	Outdoor Ed/Science teacher	Summer 27	Increased species diversity Restoration of natural habitats Improved pollinator populations Stronger food webs	Photos; information added to newsletter; curriculum plans; pupil voice
Air quality	Improve air quality within school to include reducing chemical pollutants, managing cleaning practices, improving airflow where possible, and using monitoring to guide safe, evidence-based decisions.	Influence	SBM	Autumn 26	Improving air quality will deliver healthier learning environments, better pupil outcomes, increased wellbeing for staff, stronger climate resilience, and clear evidence of responsible school leadership.	Cleaning guidance updates; monitoring use