



Pinehurst Primary School

Climate Action Plan 2026-2027

1. Vision and aims

Vision: To empower pupils to become environmentally responsible citizens through practical sustainability, climate education and community involvement.

Core aims:

- Reduce avoidable energy and resource use.
- Reduce waste and improve recycling and reuse.
- Support active and sustainable travel where safe and feasible.
- Embed climate and environmental learning across the curriculum.
- Protect and increase biodiversity through the school grounds and garden.
- Use water responsibly and report leaks promptly.
- Give pupils meaningful leadership opportunities and work with families and the wider community.

2. Priorities and action plan

The actions below build on the 2025–2026 plan and Pinehurst's existing environmental work. Numerical reduction targets should be set once reliable baseline data is available.

Priority	Actions for 2026–2027	Lead / support	When	Evidence / success measure
Energy	Promote a simple switch-off routine for lights, screens and other equipment when safe and appropriate. Ask site/premises staff to check avoidable energy waste and identify feasible low-cost improvements. Review available energy bills or meter data against a baseline.	Sustainability Lead; Site Manager; all staff	Autumn launch; reminders each term; review termly	Switch-off reminders in place; checks recorded; energy data reviewed where available. Aim: reduce avoidable use, setting a numerical target only once baseline data is known.
Waste and resources	Complete a waste/recycling audit. Check bins, signage and collection arrangements. Promote correct recycling, reduce unnecessary printing and review avoidable use of classroom supplies (for example, using resources efficiently and considering refillable alternatives where suitable). Run a food-waste awareness activity with kitchen staff.	Eco Council; Sustainability Lead; office and kitchen staff; Site Manager	Audit in Autumn; actions each term	Audit and pupil feedback recorded; clearer recycling arrangements; fewer avoidable printouts/supply waste. Compare audit results termly.
Food, garden and composting	Maintain the school garden with pupil involvement; plan seasonal planting of fruit, vegetables and pollinator-friendly plants. Share produce with families or use it in approved school/community activities. Explore composting	Sustainability Lead; Garden Club; relevant staff and pupils	Seasonal; review each term	Planting and harvest records/photos; pupil participation; produce shared or used appropriately; composting decision recorded.

	only where practical, hygienic and agreed with site/kitchen staff.			
Travel	Promote walking, cycling, scooting, public transport and car-sharing where safe and feasible. Run a walk-to-school or active-travel focus during a suitable week and encourage families to consider lower-impact journeys without judging those who cannot change travel arrangements.	SLT; PE Lead; Sustainability Lead; families	One campaign in Autumn or Summer; reminders as suitable	Campaign delivered; participation or pupil/family feedback recorded; barriers and possible improvements noted.
Curriculum and climate learning	Map existing climate/environmental learning across the curriculum and identify one or more opportunities per year group or subject where appropriate. Use assemblies, displays, pupil-led presentations or visitors to connect learning with school actions.	Curriculum Leads; teachers; Sustainability Lead	Autumn mapping; ongoing	Curriculum map or examples of planning; pupils can explain selected actions and why they matter; displays/assembly evidence.
Biodiversity and grounds	Continue litter picking and care for existing planting. Review opportunities to plant native/pollinator-friendly species, maintain a wild area, add a bug habitat or bird-friendly feature where safe, suitable and affordable. Check any proposed habitat with site staff and consider maintenance and wildlife needs.	Sustainability Lead; Eco Warriors; Garden Club; Site Manager	Throughout year; planting in suitable seasons	Litter-pick log; planting/habitat records and photos; wildlife observations where practical; maintenance plan in place.
Plastic and marine pollution	Continue age-appropriate learning about plastic pollution and waterways. If the plastic-lid mural project is still planned, confirm safe collection, cleaning, fixing method, supervision and display location before construction; otherwise choose a manageable awareness activity.	Sustainability Lead; Eco Warriors; Art Lead; SLT	Plan in Autumn/Spring; deliver when approved	Pupil work or awareness display; project risk and practical arrangements agreed; participation recorded.
Water	Encourage pupils and staff to report dripping taps or leaks promptly. Use simple reminders about responsible water use. Ask premises staff to review available water bills or meter data and identify any obvious leaks or feasible improvements.	Site Manager; Sustainability Lead; all staff and pupils	Ongoing; termly review	Issues reported and followed up; water data reviewed where available; reminders displayed.
Community and family engagement	Invite families to take part in suitable activities such as a community litter pick, uniform/book swap or garden event. Share outcomes through school communication channels and celebrate contributions.	Sustainability Lead; Eco Council; office staff; families	At least one suitable event, subject to capacity	Event or activity delivered; participation and outcomes recorded; feedback gathered where practical.

3. Pupil leadership and participation

- Maintain an Eco Council/Eco Warriors group with pupil representation across classes, with clear roles and regular opportunities to suggest, lead and review actions.
- Hold regular meetings (ideally half-termly at minimum) and record decisions, actions and progress.
- Continue pupil-led litter picks around the school grounds, with adult supervision and suitable equipment. Record sessions and, where practical, the amount or type of litter collected.
- Use assemblies, class discussions, displays and certificates to celebrate positive action and share practical messages without placing responsibility for school-wide changes on pupils alone.

4. Curriculum and communication

- Identify opportunities to teach climate change, biodiversity, waste, energy, water and sustainable choices through relevant science, geography, design technology, English, maths and RE learning.
- Use assemblies and pupil voice to explain why actions matter and to share the school's progress.
- Share key updates with families through concise digital communications where appropriate, while retaining accessible alternatives for families who need them.
- Continue to take part in suitable national or local environmental events, such as Great Big Green Week and recycling campaigns, subject to dates, capacity and school approval.

5. Monitoring, evaluation and reporting

- September/Autumn baseline: collect available information on energy and water use, waste arrangements, existing garden/biodiversity projects and pupil participation. Record where data is unavailable rather than estimating it.
- Each term: Eco Council reviews progress against the action table; Sustainability Lead records evidence such as photos, meeting notes, pupil feedback, audit sheets and event participation.
- Mid-year review (Spring): identify actions completed, delayed or needing support; revise timelines and agree next steps with the relevant staff.
- End-of-year review (Summer): summarise progress, compare available bills/audits with the baseline, celebrate successes and use findings to inform the 2027–2028 plan.
- Targets in this plan are proposed working targets. Confirm them after baseline data and operational constraints have been checked.

6. Recognition and next steps

- Continue to build on the school's Eco-Schools Green Flag with Distinction recognition, garden work and community environmental activities.
- Use evidence from this plan to support future award submissions and demonstrate pupil participation and measurable improvement.

At the start of the year, agree named staff leads for energy, waste, transport, curriculum, biodiversity and water; confirm any budget, premises or safeguarding requirements before activities begin.