



Hall Green Primary School

Climate Action Plan

Head Teacher: Alison Gilbert

Sustainability Governor: David Westbury

Sustainability lead: TBC

| Issue that needs tackling | Your overall action | Breakdown of tasks | Resources needed (time, money, people) | Start | End | Progress tracker | Status (Red Amber Green) | Comments |
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| Sustainability fundamentals | Agree the roles and responsibilities needed to make progress in sustainability. Raise awareness of the importance of this work among your staff, learners and community, so they want to get involved. | <ul style="list-style-type: none"> • Create a sustainability working group • Appoint a sustainability focussed governor • Build your leaders' knowledge and awareness • Appoint a sustainability lead • Start to build a whole-setting awareness of sustainability | Sustainability lead CPD course to raise awareness | March 2025 | Oct 2025 | | | |
| | Understand constraints, such as land use restrictions at our setting, that might affect our options going forward. Understand the funding | <ul style="list-style-type: none"> • Understand any compliance requirements • Understand ownership of each of your | Site manager Sustainability lead Ongoing timeframe – review | Nov 2025 | Ongoing | | | |



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| | and support that's available to us. | <p>buildings and wider estate</p> <ul style="list-style-type: none"> • Understand any building use, land use, planning or operational restrictions • Understand sustainability funding opportunities | progress termly | | | | | |
| | Understand your setting's current situation, the data available, and the way your community feels about sustainability. This will help you set your first sustainability vision and identify priorities. | <ul style="list-style-type: none"> • Assess the current sustainability position of your setting • Understand what data is available across all areas of sustainability • Consult your community on creating sustainability aspirations • Identify your sustainability priorities • Agree a sustainability vision • Engage with relevant parties regarding ownership or restrictions | | Sept 2025 | Ongoing | | | Encourage the local community to be more active thinking with sustainability. |
| | Set up a budget and a team to drive the plan forward | <ul style="list-style-type: none"> • Seek buy-in from leadership, governors and trustees • Allocate modest funds to support initial sustainability progress • Prioritise the first steps of your sustainability journey | Sustainability lead | Oct 2025 | | | | Understand what money is available to schools – how to access this money how look at how best to spend it. Small wins |



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| | | <ul style="list-style-type: none"> Plan a sustainability team | | | | | |
| | <p>Look at national policy to get a sense of what's expected over the coming years. Collaboration with other settings and organisations will help you make progress towards this.</p> | <ul style="list-style-type: none"> Familiarise yourself with government strategy and policy Look for support from your Local Authority Establish collaborative ways of working with your estate owner Collaborate on sustainability within your group Complete a CPD audit Arrange climate change awareness training for all staff | <p>Sustainability lead</p> <p>Sustainability governor</p> | <p>Sept 2025</p> | | | <p>Look at short term and long term goals and align with support that is out there.</p> |
| Decarbonisation | <p>Start to review whether people drive, bus, walk, or take another route to your setting.</p> | <ul style="list-style-type: none"> Establish a regular travel survey Raise awareness of active travel Raise awareness of car share Walk to school week | <p>Sustainability lead</p> | <p>Dec 2025</p> | | | <p>Gather an understanding of journeys completes – link to carbon footprint – gain information that will help drive changing minds</p> |
| | <p>Promote switch-off campaigns and Paper-Free Days</p> | <ul style="list-style-type: none"> Complete audit of items that needs to be switch on at all times. Which items and power sockets can be switched off each night Raise awareness within staff and students to switch off if not needed. | <p>Eco club</p> <p>Whole school – staff and pupils</p> | <p>Oct 2025</p> | | | <p>Understand the constraints as to why this isn't part of a daily routine. Help to promote a more sustainable lifestyle</p> |



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| | | <ul style="list-style-type: none"> Reward systems for best performing class – switch off champion Promote a paper free day for learning. | | | | | | |
| | Promote digital efficiency in classrooms | <ul style="list-style-type: none"> Closing down apps on Ipad after use Unplug devices that are not needed Encourage the use of energy saver screens – Turning off monitors when on lunch and break Visual prompts to switch off | Eco club Sustainability lead Teachers | Oct 2025 | | | | Helps to create a new way of thinking linked to carbon emission and net zero - |
| | Expand uniform reuse programme | <ul style="list-style-type: none"> Hold half termly swap shops Potential Eco Fair | Eco club/comity | Termly | | | | Help to promote more sustainable sources of uniform – reuse and recycle |
| | Promote sustainable and active travel | <ul style="list-style-type: none"> Re-introduce walk to school programme and reward system Walk to school week Maps of safe walking routes Promote car free zones Review bike rack | All staff | Jan 2026 | | | | |
| | Introduce sustainable school meals | <ul style="list-style-type: none"> Collaborate with (Dolce) to review menus Involve pupils on taste testing | Sustainability lead Eco committee | TBC | | | | Look to challenge and source more sustainable meal choices that have a positive impact on global climate – challenges other |



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| | | | | | | | suppliers to think green. |
| | Reduce food waste and educate on food choices | <ul style="list-style-type: none"> • Reduce food waste through improved menu planning • Educating staff and pupils on the environmental impact on food waste and choices • Use of waste food for compost site – link to outdoor projects. • Provide food waste bins within classrooms • Review waste bins around the grounds | Eco committee | TBC | | | Help to promote a change of mind set across the school –with pupils and adults thinking about meal choices, portion sizes, what to do with waste and how to reuse it – compost for site. |
| | Implement energy saving measure and explore renewable energy | <ul style="list-style-type: none"> • Site manager to consider most appropriate action for timers/sensors for lights. • | Site manager | TBC | | | Research into cost effect solutions – long term and short term fixes to make the site more energy efficient – Audit will help to highlight areas of concerns and to celebrate success. |
| | Launch home-linked recycling scheme | <ul style="list-style-type: none"> • Promote reduce, reuse, recycle • Sign up to The Big Battery Hunt Join Duracell's Big Battery Hunt today - Duracell Big Battery Hunt | Sustainability lead | 2026 | | | Helping to promote in-school and at home recycling – helping to set up recycling stations for drop off points. Promoting a community recycling ethos. |



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| | | <ul style="list-style-type: none"> • Create pupil led home collection bins e.g crisp packets | | | | | |
| | Electricity audit | <ul style="list-style-type: none"> • Review site to see which appliances need to stay on and which ones can be turned off at the end of day • Staff reminders to switch off plugs for devices not needed to be kept on • Ongoing CPD on impact of switch off plugs that are not needed to be left on – electricity reduction data | Site manager Source funding for energy efficient upgrades – site manager to work with sustainability lead | 2025 | | | Help to promote the switch off mind set when not using appliances that do not need to be kept on. Audit of appliances that need to be left on I.e. kitchen, medical |
| | Sign up to count your carbon | <ul style="list-style-type: none"> • Sign up to Home - Count Your Carbon – count your carbon to gain an understanding of current usage and possible solutions to reduce | | July 2025 | | | Consider pupil engagement where needed. |
| Adaptation and Resilience | Conduct water audit | <ul style="list-style-type: none"> • Measurement of tap flow rates • Possibility to track daily water use. • Promote less water usage • Promote use of short flush within toilets – posters • | Site manager | 2025-2026 | | | Helps to consider water waste and how to reuse where needed – looking into alternative sources – rain water collection and how this then can be used. |
| | Develop heatwave policy | <ul style="list-style-type: none"> • SLT to draft policy – measure in place for | SLT Sustainability Lead | Mar 2026 | | | Helps to track less energy in hot weather – source |



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| | | <p>extreme heat – reduce the use of fans</p> <ul style="list-style-type: none"> • Temperature log sheet • Ventilation upgrades • Alternative cool down methods – trays of water for feet. | | | | | | alternative ways to keep building, staff and pupils cooler using less energy |
| | Engage pupils in nature based wellbeing | <ul style="list-style-type: none"> • Use gardening, forest school, sensory paths and quiet zones in PSHE | All staff | 2025 | | | | Helps the education of outdoor learning – looking after the environment and using what resource we have rather than sourcing new. Helps to create a nature based relief for stress and anxiety. |
| | Develop shaded learning zones | <ul style="list-style-type: none"> • Installation of shaded areas around the grounds • Green walls • Flexible lesson movement based on conditions | Sustainability lead Eco committee Site manager | 2026-2028 | | | | Helps with cool areas of the school –promote ore outdoor learning in different weather formations. |
| | Paper audit | <ul style="list-style-type: none"> • Look at ways to reduce paper use across site – paper free days • Challenge paper supplier to look at more sustainable paper usage – recycled paper | Eco committee Sustainability lead | 2026 | | | | Helps to focus on the paper usage and how this can be reduced over time. |
| | Display audit | <ul style="list-style-type: none"> • Create a display policy – outlying the | Eco committee | 2025-2026 | | | | Refers back to reduce, reuse, |



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| | | <p>expectations of displays</p> <ul style="list-style-type: none"> • Look at reusable display packs for each year group – IE Geography and history units that are the same each year • Completing a stockpile of recyclable displays – multi use purpose | <p>All staff</p> <p>Sustainability lead</p> | | | | <p>recycle – having new displays all the time is paper waste – a display policy can help elevate paper waste and look at effect ways for learning</p> |
| | Sustainability community | <ul style="list-style-type: none"> • Set up regular meetings with schools with the learning community and beyond – share success and ideas for a more sustainable school • Termly meetings – hosted via zoom to celebrate success across the community • Involvement of the LA within this community | All | TBC | | | <p>Links to the wider community – sharing goals achieved, best practice and shares a harmonious ethos of a more sustainable future for all.</p> |
| Biodiversity | | • | | | | | |
| | Maintain litter picking and pupil responsibility for school grounds | <ul style="list-style-type: none"> • Weekly rota led by Eco club • Set up pupil led Eco club – responsibilities • Display results of litter on grounds • Promotion of recycle | | Ongoing | | | <p>Helps to promote clean up mentality in and outside the school grounds.</p> |
| | Expand wildflower areas | <ul style="list-style-type: none"> • Buy/source native seed mixes • Scatter in autumn/spring • Class involvement | | Autumn planting 2025-2026 | | | <p>Helps to promote more wildlife within the grounds. Creates a scenic garden for</p> |



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| | | <ul style="list-style-type: none"> • Monitor flower success • Promotion of wildflowers and habitats | | | | | education and anxiety relief. |
| | Increase habitats and green space diversity | <ul style="list-style-type: none"> • Build more bug hotels • Building hedgehog homes • Implement/build bird feeders through the use of clubs – child led • • | | 2025-2026 | | | Increase biodiversity within and expanded out from the school grounds. |
| | Share biodiversity actions with families | <ul style="list-style-type: none"> • Eco newsletter • Encouraging home planting • Natural wall display | | TBC | | | Celebrate success and encouragement of others to follow. |
| | Implement sustainable drainage system | <ul style="list-style-type: none"> • Consult LA on rain garden All About Rain Gardens – What They Are & How to Build One • Link with DT and geography | Site manager Eco committee | TBC | | | Curriculum links usage of water – collection of rain water and the uses. Effects of climate change on the landscape and humans. Climate change causes adaptation – historically migration patterns were affected by climate. |
| | Involvement in local conservation projects | <ul style="list-style-type: none"> • Protecting Pond Life - Dudley Zoo and Castle • Bats in the Black Country - Dudley Zoo and Castle | Sustainability lead | TBC | | | Brings together school and community – working together to achieve more |
| | Engage with national educational nature park | <ul style="list-style-type: none"> • Home Education Nature Park | Sustainability lead | TBC | | | |



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| | Explore opportunities to reduce the use of single-use plastics and other waste producing items | <ul style="list-style-type: none"> Breakfast club audit for food waste and encouraging suppliers to provide less single use plastic | Sustainability lead Breakfast club manager | TBC | | | | |
| | Collection of rain water | <ul style="list-style-type: none"> Collection of rain water for planting and watering the grounds – reduced need for pumped water | Eco committee Subject leads | TBC | | | | Looks at ways to use what we have and not overuse resource. |
| | Fast fashion | <ul style="list-style-type: none"> Education on recycling and alternative sources for clothes Fast fashion catwalk – recycle older garments into something new DT and the links for using recycled materials to make something new | Eco committee Sustainability lead | 2026 | | | | Helps to promote the risk of fast fashion and not being sustainable with clothing – recycling, reusing for different purpose. |
| Climate education and Green Skills | | <ul style="list-style-type: none"> | | | | | | |
| | Deliver staff CPD on climate and sustainability | <ul style="list-style-type: none"> Source accredited CPD - Transform Our World: bringing environmental action into the classroom with quality-rated resources Host twilight sessions Share best practice | Sustainability lead Eco Committee | Ongoing 2025 2026 2027 2028 2029 2030 | | | | Helps to keep staff updates and encourage a culture of change within and outside of the school. |
| | Curriculum review | <ul style="list-style-type: none"> Subject leads to review where sustainability can be introduced/expanded in the curriculum Map curriculum links across subjects | Teaching staff | 2026 - 2027 | | | | Overview of current curriculum to highlight success and to identify opportunities for climate education |



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| | | <ul style="list-style-type: none"> Review Gardening club – what is being planted and what can be used in lessons – planting of fruit and veg at key times during the year | | | | | across the curriculum. |
| | Organise pupil-led climate assemblies | <ul style="list-style-type: none"> Eco club/committee to help plan calendar of assemblies Pupil led posters for awareness | Eco committee | TBC | | | Puts ownership onto pupils to encourage to shape the world they live in. |
| | Empower pupils to lead climate initiatives | <ul style="list-style-type: none"> Create Eco badges Lead projects like bin redesign | Sustainability lead Eco committee | TBC | | | Ownership of the community and to highlight their contribution to the global climate struggle. |
| | Increase community and parent engagement | <ul style="list-style-type: none"> Invite parents/carers to garden Share eco hacks Host coffee mornings Litter picking walks | All staff Eco committee Governors | TBC - termly | | | Helps to promote link between school and community – a global effort for change |
| | Promote green careers through learning | <ul style="list-style-type: none"> Invite guest speakers' in Introduce career cards – solar consultant – environmental manager – landscape architect – air quality engineer - The Future Is Green: 6 Best Jobs in Sustainability - Environment Co DT/science/PSHE links to future careers | All staff Subject leads | Ongoing | | | Promotion of global opportunities and carers that offer a more sustainable world – empowers children to reach for more and achieve excellence in climate action and change. |



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| | Map and promote outdoor learning opportunities | <ul style="list-style-type: none"> • Audit for outdoor zones for each subject – use of space and curriculum links • Create an outdoor learning map • | Subject leads Sustainability lead Eco committee All staff | TBC | | | | Provide scope for where short term and long term change can be implemented across the site. |
| | Paper waste | <ul style="list-style-type: none"> • Paper used is used on both sides • Reduce, reuse, recycle • Look for ways to ot use paper – paper free days/weeks • Elevate outdoor learning and different ways to record this – technology where needed. | All staff | Sept 2026 | | | | Helps to look at more ways to recycle paper we currently use and audit waste – as simple as making sure lesson resources are printed (if needed) using all space available and reduce waste this way. |
| | Closed door policy | <ul style="list-style-type: none"> • External doors to be kept closed in colder weather to help insulation of building | All staff | 2026 | | | | Change of culture – if you notice it do something about it – don't let someone else take responsibility |
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| Programmes | Bikeability | <ul style="list-style-type: none"> • Cycling training • Building on road safety • Alternative sustainable travel • Cycle Training for Everyone - Deliver | Sustainability lead | Ongoing | | | | |



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| | | Safer Training Bikeability | | | | | |
| | Walk to school week | <ul style="list-style-type: none"> • Walk to School Week • Annual campaign – monitor uptake and track progress • | Sustainability lead | TBC | | | |
| | Eco schools programme | <ul style="list-style-type: none"> • Home - Eco Schools • Pupil led – embedding sustainability • Gold, Silver and Bronze awards for progress | Sustainability lead | Ongoing | | | Year4@hallgreenprimary.co.uk Schholsout25@ |
| | National education nature park | <ul style="list-style-type: none"> • Map and improve biodiversity within the grounds • Home Education Nature Park | Sustainability lead | Ongoing | | | |