



Sustainability and Climate Change Action Plan



CLIMATE AMBASSADORS

In association with EAUC, STEM Learning and the University of Reading

Subject:	Sustainability and Climate Change	CLIMATE & SUSTAINABILITY LEAD Lead:	William Wallace
<p>Intent:</p> <p>At South Farnham School, we recognise our responsibility to prepare children for the world they are growing up in and the future they will help shape. This includes supporting pupils to understand environmental responsibility and ensuring that, as a school, we act thoughtfully in how we use resources and plan for the future.</p> <p>Our approach to climate and sustainability is practical and realistic. We aim to balance strong teaching and learning with sensible decisions about how the school operates day to day. Sustainability is reflected through learning opportunities that help children understand the impact of human behaviour on the environment and encourage them to make informed and responsible choices.</p> <p>Alongside this, we are committed to managing the school in a way that is mindful of environmental impact. We will take proportionate steps to reduce waste, use energy and materials carefully and consider sustainability when making longer-term decisions, while remaining mindful of cost, capacity and the needs of our school community.</p> <p>Through learning and pupil voice, pupils are encouraged to develop leadership, influence others positively and understand their role as citizens of tomorrow. We want children to leave South Farnham with an awareness of their responsibility to future generations and the confidence to make a positive contribution.</p> <p>This intent aligns with the Department for Education's Climate Change and Sustainability Strategy for education, which sets out expectations for schools to support climate education and take action to improve sustainability over time.</p> <p>https://www.gov.uk/government/publications/climate-change-and-sustainability-strategy-for-education</p>			



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	Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators(KPIs)- Intended Evidence of impact	Monitoring and evaluation of actions and impact (RAG)		
							Autumn	Spring	Summer
Sustainability Fundamentals	To agree the roles and responsibilities we'll need to make progress in sustainability.	<ul style="list-style-type: none"> Identify a named CLIMATE & SUSTAINABILITY LEAD sustainability lead Appoint a sustainability Governor Clarify how sustainability links to existing roles (site managers, curriculum leads) Use pupil voice structures to support 	Climate & Sustainability Lead	Academic Year 2025-26	No additional cost Uses existing leadership structures	Roles agreed and understood Sustainability referenced in leadership and pupil voice discussions			



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		sustainability awareness							
	To understand constraints, such as land use restrictions at school, that might affect our options going forward.	<ul style="list-style-type: none"> Review site layout, outdoor space and building limitations Identify any practical or planning constraints Note opportunities and limitations for future action 	CLIMATE & SUSTAINABILITY LEAD Caretakers	Spring 26		Constraints clearly identified Actions remain realistic and achievable			
	To understand the school's current situation, the data available and the way our community feels about sustainability.	<ul style="list-style-type: none"> Review existing data (energy, waste, water) Use pupil voice activities to explore understanding Staff discussion on current practice 	CLIMATE & SUSTAINABILITY LEAD Site Manager Teachers	Academic Year 25-26	Pupil voice built into PSHE or assemblies	Clear baseline understanding Agreed initial priorities			



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Biodiversity	To understand the variety of species that live in and around our school.	<ul style="list-style-type: none"> To then develop our understanding of how our school environment and how school life impacts these species. Identify some quick wins to increase biodiversity at our school. 	Climate & Sustainability Lead Sustainability Governor Eco Council Lead	A year long project to understand both sites	Budget of £1000 to seek professional support	Eco Council across both sites can identify and discuss the species living around the sites			
	To increase awareness of biodiversity and how it helps motivate sustainable behaviour.	<ul style="list-style-type: none"> Increase governor and CLIMATE & SUSTAINABILITY LEAD awareness of the importance of biodiversity. Arrange biodiversity training for our 	Climate & Sustainability Lead Eco Council Lead	Summer 26	Staff related Costs	All Staff understand biodiversity better			



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		site staff. <ul style="list-style-type: none"> Build a whole-setting awareness of biodiversity. 							
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Education and Skills	To understand how aware our pupils are about sustainability and what we are already covering in teaching and learning.	<ul style="list-style-type: none"> To do a curriculum audit and see where it is currently being taught Do a pupil questionnaire to find out about children's current understanding being 	Climate & Sustainability Lead Eco Council Lead	By Sept 26	No Cost	A clear indication of children's understanding and when it is taught in the curriculum			



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Climate Adaptation	To build knowledge of climate risks and the impact these can have in our settings and how to prepare for an emergency.	<ul style="list-style-type: none"> Review existing risk assessments to consider the impact of extreme weather (heat, heavy rain, high winds). Check availability and suitability of shaded areas, indoor spaces and ventilation during hot weather. Identify areas of the site most affected by extreme weather and agree sensible mitigations. 	CLIMATE & SUSTAINABILITY LEAD Site Managers	Spring 2026	No additional cost Built into existing health and safety and safeguarding procedures	Staff demonstrate confidence in responding to climate-related incidents. Emergency procedures clearly reference extreme weather scenarios. Pupils show understanding of how to stay safe during extreme weather events.			
	To understand our water use.	<ul style="list-style-type: none"> Review water usage Identify simple water-saving 	School Business Manager CLIMATE & SUSTAINABILITY LEAD	Summer 26	No Cost	Baseline understanding of water use			



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		behaviours							
	To create links with other local settings to prepare for extreme climate events.	<ul style="list-style-type: none"> • Explore opportunities to align emergency procedures where appropriate start with schools in trust • Use Trust-wide collaboration to share resources or guidance • Agree informal communication channels with nearby schools for weather-related issues. 	School Business Manager CLIMATE & SUSTAINABILITY LEAD	1 Long Project	No Cost	Clear lines of communication with local schools. Increased confidence in responding to extreme weather events.			



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	To understand the schools energy use and look for ways to be more sustainable	<ul style="list-style-type: none"> Review energy bills to understand patterns and peak usage. Raise staff awareness of everyday energy-saving actions. Identify simple, low-cost changes that could reduce energy consumption. 	<p>Eco Council</p> <p>CLIMATE & SUSTAINABILITY LEAD</p> <p>Sustainability Governor</p>	A year long project	Built into premises budget	Clear baseline understanding of energy use. Evidence of improved awareness among staff and pupils. Reduced or stabilised energy consumption over time.			
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	To begin to reduce our energy use and look for more	<ul style="list-style-type: none"> Once we have identified and ensured we are 	Climate & Sustainability Lead	Autumn 26	No Cost	Energy costs reduce			



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Decarbonisation	sustainable ways to get energy supplied.	using our current Energy efficiently, we will then look to see how this can be reduced further.							
	To calculate our carbon footprint and track progress.	<ul style="list-style-type: none"> Use Trust guidance or a simple recognised tool to estimate a baseline carbon footprint. 	Climate & Sustainability Lead	Autumn 26	£300 for carbon footprint tool	A baseline carbon footprint has been established. Data is recorded clearly and can be reviewed year on year.			
	To begin to improve waste management.	<ul style="list-style-type: none"> Identify simple changes to reduce general waste where possible. Review current waste and recycling arrangements across the school. 	Climate & Sustainability Lead	Summer 26	No cost to review	<p>Reduced general waste over time where possible.</p> <p>Increased staff and pupil awareness of waste management.</p>			



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