



2025-8

KHCPS Climate Action Plan

This climate action plan has been written in association with Claire Bamra, DET Estates Manager and reflects trust priorities.

We have utilised local and national guidance as well as research from charities and most importantly suggestions that have been pulled down from your individual school data on IAMCOMPLIANT.

I have added a range of objectives which you can fully utilise or pick and choose.

The plan reflects the Department for Education's (DfE) requirements, including at least one action from these four key areas:

1. decarbonisation
2. biodiversity
3. adaptation and resilience
4. climate education and green careers goals



Nicky Everett

Discovery Educational Trust

3 Year plan



Kelvedon Hatch Community Primary School

Climate Action Plan – July 2025



Goal	Action	Success Criteria	Timeline & Cost	Progress
Establish our baseline	Establish an in school sustainability lead Liaise with Trust Estates Manager to ascertain current energy usage and impact (gas, electricity and water) Audit where Climate issues are taught in current curriculum provision	- The school will have an accurate understanding of our impact including energy usage - The curriculum will enhance pupil understanding of climate issues and will reflect our ambition	September 25 Timeline: by end of year 1 Cost: nil Staff meeting required to audit and collate current curriculum picture	
Audit obvious places where energy could be conserved	Site team assess buildings for draughts and leaks to reduce heating and water demand.	- Areas where there is obvious heat loss is addressed by making small changes to help prevent heat loss e.g. draft excluders, mastic on window frames etc - Leaking taps are addressed to ensure efficiency	Timeline: by end of year 1 Cost: minimal £50	

To launch a switch off campaign	To engage school council in leading a “switch off” campaign to encourage pupils and staff to switch off lights and electrical equipment to save energy	• Energy consumption reduces annually • Pupils understand why switching off is important and how it makes a difference	Timeline: Year 1 Cost: nil School council time	
To deliver some lessons outside	Teachers to consider if it is appropriate to deliver some lessons outside	• Reduction in energy consumption • Pupil well-being is improved	Timeline: Year 1 Cost: nil	
To deliver a programme of outside learning	Deliver a programme of learning for some pupils which is outside and considering environmental factors (i.e. forest schools) This could be a lesson each year per year group to look at nature linked to DT/Science etc. Ensure this is mapped	• Pupils’ knowledge about nature increases • Pupils’ risk-taking and knowledge about how to keep themselves safe increases • Pupil well-being is improved	Timeline: Year 2 Cost: TBA	
Take part in a RSPB bird-watching survey	Organise for some pupils to join with a nationwide bird-watching survey. This could be school council or a club www.rspb.org.uk/schoolswatch Registration takes place mid-September	• Pupils talk about and name the different birds on our school grounds • They understand why it is important to gather this data.	Timeline: Year 2 Cost: 1 hour for registration 1 hour for the birdwatch 1 assembly to feedback to the school community	

	Share findings with school community			
Encourage some growing activity	The school decides a project for pupils to engage in some growing activities. (class pot or bed/ Trust sunflower competition/herb garden/growing for cooking/growing to attract bees and butterflies/growing a flower to support science curriculum) *This could link to a gardening club	• Pupils understand that plants are important for pollinators • Pupils demonstrate greater understanding of farm to fork principles • Pupil wellbeing is improved	Timeline: Year 1 Cost: £200	
Build an insect hotel	Some pupils (club or school council) create an insect hotel from logs and pallets.	• Pupils develop a greater knowledge and understanding of insect habitats • Pupils learn to protect wildlife and why this is crucial	Timeline: Year 2 Cost: staff leading initiative	
Obtain collective buy in from stakeholders	Share plan with staff and local school committee Introduce sustainability lead and outline role	• Children, staff, parents and governors buy in and ensure change within their sphere of influence. • There are regular updates to highlight actions and help	Timeline: Year 1 Cost: nil Staff time	

		community develop responsibility in this area.		
Encourage pupils to bring refillable water bottles to school	Staff to highlight the importance of not using single use plastics to pupils and parents. Encourage local businesses and ask if they will provide pupils with a branded water bottle for school use. Ask parents to provide a reusable water bottle for school	- Pupils talk about why single use plastics affect the environment - Pupils understand that using a refillable water bottle is a positive choice	Timeline: Year 1 Cost: nil	
Install a water butt	Install a water butt to allow pupils to water plants in the school environment. Possibly Foundation stage area?	- Pupils collect rainwater and reuse it to water plants. - They understand that this is a positive choice that reduces water consumption	Timeline: Year 2 Cost £30	
Ensure that the wider curriculum and enhanced offer reflects sustainable choices and influences future decisions	Adapt curriculum to ensure sustainability is a feature in every year group – this could be through PHSE, book choice, science topic etc. Pupils have access to learning about possible “green careers” at one point during the year	- Pupils talk about how their actions and choices personally and in school looks after or impacts our environment. - Pupils know and talk about some actions that look after our climate. They understand it is everyone’s responsibility and talk about	Timeline: Year 1 Cost: 1 staff meeting to pull together climate curriculum	

	(Aspirations Week/assemblies etc)	their own actions and choices. Pupils have a greater awareness of the kind of careers that promote green goals	1 assembly/event to promote careers Pupil voice to measure impact	
Add climate issues to assembly rota	Arrange 1 assembly per term to consider climate issues. There are model assemblies on IAMCOMPLIANT. I would suggest: Waste management and recycling – link to water bottles Green transportation – link to walk to school week The carbon cycle – the carbon almanac for kids	- Pupils have a greater understanding of green issues - Pupils can talk about how we are taking action as a school to reduce our impact	Timeline: Year 1 Cost: nil	
Encourage sustainable transport	Liaise with local organisation to arrange a walk to school week Consider where possible using alternative forms of transport for trips. Can we walk or take public transport instead?	- Pupils understand that walking to school is beneficial to health and to the environment - Greater numbers of the school community engage in walking to school, reducing the number of cars commuting to and from school - Sustainable travel for school trips is considered as a	Timeline: Year 1 Cost: staff time to organise Timeline: year 2	

		priority before other arrangements are made		
Organise a pupil led energy and waste audit	Pupils monitor waste to ensure as much waste is being recycled as possible. They share findings with the school community Pupils monitor energy usage. This could be through daily usage and checking we are not wasting energy or by monitoring usage through meter readings at certain points in the year.	• Pupils know that reducing waste and energy is important • They understand that the school is taking action to reduce both our impact on landfill and energy usage.	Timeline: Year 1 Cost: staff time to organise Timeline: Year 2 (so we can measure impact against baseline) Cost: nil	