

Climate action plan

Item	Details
Name of School	Crossflatts Primary School
Sustainability Lead	Laura Reynolds – Assistant Head
Operational Lead	Katy Sugden – School Business Manager
Date of Last Review	11/09/2026
Next Review	July 2027

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Organising the sustainability leadership team structure					
Has a sustainability leadership team been structured?	Yes	04-09-2026		Laura Reynolds Katy Sugden	
Has a single sustainability lead been nominated?	Yes	04-09-2026		Laura Reynolds	
Are members of the sustainability leadership team clear on their duties?	Yes	04-09-2026		Laura – Pupils and Curriculum Katy – facilities and site	
Does the sustainability leadership team consist of both teaching and operational staff?	Yes	04-09-2026		Laura – Pupils and Curriculum Katy – facilities and site	
Does the sustainability leadership team include senior leaders?	Yes	04-09-2026		Laura Reynolds- Assistant Head	

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				Katy Sugden – School Business Manager	
Implementing a whole-school approach					
Is the whole school involved and engaged in turning the school's climate plan into action?	Yes	04-09-2026	Pupil Parliament leading termly sustainability projects and awareness campaigns.	Laura Reynolds	PP – Established since September 2025
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	Yes	04-09-2026		Laura Reynolds	PSHE curriculum covers this
Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	Yes	04-09-2026		Laura Reynolds	Pastoral team and teaching staff take a lead on addressing these incidentally
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	Yes	04-09-2026	Pupil Parliament to lead sustainability campaigns and share information with the	Laura Reynolds	

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			wider community through assemblies, displays and community engagement.		
Are parents and the wider community involved in the school's approach to sustainability and climate change?	Yes	04-09-2026	Continue sharing sustainability projects through Class Dojo, newsletters and community events.	Laura Reynolds Katy Sugden	- Clothes Bank Drive
Do governors and members of the SLT support and drive the school's sustainable activity?	Yes	04-09-2026		Laura Reynolds Katy Sugden Mary Morgan – Chair of Governors	
Is the SLT embedding culture change where sustainability is a priority?	Yes	04-09-2026		Laura Reynolds – Assistant Head Katy Sugden – SBM	

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				Nicola Bennett- Headteacher	
Does climate change and sustainability feature on the agenda at key meetings?	Yes	04-09-2026	Sustainability is included within strategic planning, governor monitoring and relevant leadership meetings.	Laura Reynolds – Assistant Head Katy Sugden – SBM Nicola Bennett- Headteacher Mary Morgan – Chair of Governors	
Has the site manager been involved in the school's Climate Action Plan?	Yes	04-09-2026		Mark Dobson – Site Manager	
Climate education					
Is climate education embedded throughout the curriculum?	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	PSHE curriculum covers this and Science
Are pupils eager to create a greener, sustainable world and	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	PSHE curriculum covers this and Science

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tackle the causes and impact of climate change?					
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	In Part	04-09-2026	Regular visits to our forest school Dingley Dell Promotion with pupil parliament	Laura Reynolds – Assistant Head/SENCO	
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	In Part	04-09-2026	Climate Change Day to promote and educate	Laura Reynolds – Assistant Head/SENCO Katy Sugden – SBM	
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	PSHE curriculum covers this and Science
[EYFS only] Are children provided with opportunities to develop an	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	EYFS Curriculum and outdoor bespoke area

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understanding of the world and the natural environment?				Rebecca Petrie- Deputy Jead	
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation?	Yes	04-09-2026	CPD for all staff – lead by science lead	Lauren Dawson – Teacher/Science Lead	
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	PSHE curriculum covers this and Science
Are relevant teaching resources from governmental departments utilised? e.g. from the Department for Environment, Food and Rural Affairs (DEFRA), Waste and Resources Action Programme	Yes	04-09-2026	Incorporate DEFRA, WRAP and Environment Agency resources within curriculum planning.	Laura Reynolds – Assistant Head/SENCO Lauren Dawson – Teacher/Science Lead	

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(WRAP), and the Environment Agency?					
Are teachers able to model sustainable practices in relation to their subject specialism?	Yes	04-09-2026		Laura Reynolds - Assistant Head/SENCO	
Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	In Part	04-09-2026		Laura Reynolds - Assistant Head/SENCO Katy Sugden - School Business	
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	04-09-2026	04-09-2026	Develop gardening, biodiversity and growing activities linked to the greenhouse and wildlife areas.	Laura Reynolds - Assistant Head/SENCO Katy Sugden - School Business	Greenhouse to be installed from PTA Grant
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation	Yes	04-09-2026		Laura Reynolds - Assistant Head/SENCO	PSHE curriculum covers this and Science

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projects or weather and energy monitoring?					
Are pupils given opportunities to learn outdoors?	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO	PSHE curriculum covers this and Science and we have a forest school
Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	In Part	04-09-2026	Assemblies and workshops	Laura Reynolds – Assistant Head/SENCO	
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?	Yes	04-09-2026		Laura Reynolds – Assistant Head/SENCO Katy Sugden – School Business Manager	
Green skills and careers					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?	In Part	04-09-2026	Eco Careers assemblies and opportunities to develop skills through curriculum	Laura Reynolds – Assistant Head/SENCO	

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				Katy Sugden – School Business Manager	
Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?	In Part	04-09-2026	Eco Careers assemblies and opportunities to develop skills through curriculum	Laura Reynolds – Assistant Head/SENCO Katy Sugden – School Business Manager	
Education estate and digital infrastructure					
Are buildings within the school energy efficient?	In part	04-09-2026	We are currently going through a rebuild due to RAAC and have a lot of temporary cabins on site	Katy Sugden – School Business Manager	
Does the school utilise smart meters and energy management systems to reduce usage and bills?	In part	04-09-2026	We are awaiting install of smart metres as we have recently change supplier	Katy Sugden – School Business Manager	
Has the school implemented measures to alleviate poor air	Yes	04-09-2026		Katy Sugden – School Business Manager	HEPA Filters

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quality around the school premises?					
Has the school been able to access the Public Sector Decarbonisation Scheme to support decarbonising the estate?	In Part	04-09-2026	Katy Sugden to investigate	Katy Sugden – School Business Manager	
Does the school make use of best practice advice when investing money to reduce carbon emissions?	Yes	04-09-2026			
Does the school have regard to the ‘Good Estate Management for Schools’ guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?	Yes	04-09-2026		Katy Sugden – School Business Manager	

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Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Yes	04-09-2026	See Emergency Plan	Katy Sugden – School Business Manager	
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	Yes	04-09-2026		Katy Sugden – School Business Manager	
Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature?	Yes	04-09-2026	Building conditions survey from DFE and BMDC	Katy Sugden – School Business Manager	
Has the school looked at ways in which to reduce indoor and outdoor air pollution, e.g. expanding anti-idling zones to reduce the impact of the school commute?	In Part	04-09-2026	Walk to school day	Katy Sugden – School Business Manager	

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Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?	In Part	04-09-2026	Walk to school day		
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Yes	04-09-2026	We have a purpose built wildlife garden in school	Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO Mark Dobson - Site Manager	
Has the school considered heating solutions which do not utilise carbon intense fuels?	Yes	04-09-2026	This is not yet an option due to funding		
Has the school signed up to available weather and flood warnings?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO Mark Dobson - Site Manager	

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Has the school looked at how it can reduce water usage and improve efficiency?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO Mark Dobson - Site Manager	
Operations and supply chains					
Does the school procure from companies that commit to achieving net zero by 2050 and have a plan in place which shows how they will meet this target?	Yes as far as possible	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO Mark Dobson - Site Manager	
Does the school buy from procurement frameworks that offer sustainable goods and services?	Yes	04-09-2026			
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	

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Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	We use Re-Food and monitor the usage of the food waste in school
Has the school moved away from single-use items and towards reusable alternatives where possible?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	We use hand driers

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Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms?	Yes	04-09-2026	We have second hand uniform stalls	Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	
Are any free period products provided to pupils sustainable?	Yes	04-09-2026		Katy Sugden - SBM Laura Reynolds -Assistant Head and SENCO	We are signed up to the PHE scheme
Is food sourced locally where possible?	Yes	04-09-2026	Dolce our catering company use local produce where possible	Katy Sugden – SMB	
Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs?	In Part	04-09-2026	Completion of LED lighting across school	Katy Sugden Mark Dobson	This is a rolling program and at 80% completion
Does the school have arrangements in place for the correct recycling of glass, paper,	Yes	04-09-2026		Katy Sugden – SMB Mark Dobson	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
card, plastic, metal and food waste?					
Has the school taken measures to reduce its use of paper?	Yes	04-09-2026	Electronic communications are encouraged and not postal unless completely necessary/	Katy Sugden - All staff	

Crossflatts Primary School – Climate Action Plan Summary

Reviewed: 9th September 2026

Overview

Crossflatts Primary School continues to strengthen its commitment to sustainability through curriculum delivery, pupil leadership, estate management and environmentally responsible operational practices.

The school's Climate Action Plan supports the Department for Education Sustainability and Climate Change Strategy and focuses on practical actions that improve environmental awareness, biodiversity, energy efficiency and community engagement.

Leadership responsibility continues to be shared between Laura Reynolds, Assistant Headteacher, and Katy Sugden, School Business Manager. [\[Climate Action Plan | Word\]](#)

1. Leadership and Whole-School Engagement

Successes

- **Sustainability leadership team established.**
- **Senior leaders and governors engaged in climate action.**
- **Pupil Parliament actively supports sustainability initiatives.**
- **Climate action embedded into school priorities.**

Priorities 2026–2027

- **Increase pupil-led environmental projects.**
- **Expand community engagement.**
- **Improve reporting of sustainability achievements.**

2. Climate Education

Successes

- **Sustainability embedded through Science and PSHE.**
- **Forest School and outdoor learning opportunities established.**
- **Pupils demonstrate strong environmental awareness.**

Priorities 2026–2027

- **Deliver sustainability CPD for staff.**
- **Increase use of DEFRA and WRAP resources.**
- **Strengthen green careers education.**
- **Promote outdoor and experiential learning.**

3. Biodiversity and School Grounds

Successes

- **Wildlife garden established.**
- **Outdoor learning embedded.**
- **Biodiversity improvements across the site.**

Priorities 2026–2027

- **Expand gardening activities.**
- **Maximise use of greenhouse provision.**

- **Introduce pupil-led biodiversity monitoring.**
- **Enhance habitats for wildlife.**

4. Energy and Carbon Reduction

Successes

- **LED lighting replacement programme continues.**
- **Energy efficiency considered in estate planning.**
- **Air quality measures implemented through HEPA filters.**

Priorities 2026–2027

- **Complete remaining LED upgrades.**
- **Monitor utility consumption.**
- **Investigate decarbonisation funding opportunities.**
- **Review smart meter implementation opportunities.**

5. Active Travel and Air Quality

Successes

- **Walk to School initiatives established.**
- **Air quality considerations included in school planning.**

Priorities 2026–2027

- **Promote active travel.**

- **Reduce environmental impact of the school run.**
- **Raise awareness of anti-idling initiatives.**

6. Sustainable Operations and Procurement

Successes

- **Sustainable procurement practices considered.**
- **Food waste reduction programme established through Re-Food.**
- **Recycling systems operational.**
- **Reduction in paper consumption and single-use products.**

Priorities 2026–2027

- **Continue waste reduction.**
- **Promote reuse and recycling.**
- **Monitor food waste and sustainability outcomes.**
- **Increase awareness of sustainable purchasing practices.**