



# SHEET PRIMARY SCHOOL



## Climate Action Plan 2026–2027

*Small steps, practical action, lasting impact*

### Purpose and approach

Sheet Primary School is committed to making sensible, achievable improvements to sustainability while recognising the capacity and resources of a small primary school. This is deliberately a focused one-year plan. Rather than creating a long list of actions, we will concentrate on a small number of realistic priorities, build on what we already do well and review progress annually.

The plan reflects the Department for Education's four areas for climate action planning: decarbonisation and energy efficiency; climate adaptation and resilience; biodiversity and green infrastructure; and climate education and green careers. It also supports Hampshire's wider priorities around reducing emissions, preparing for climate impacts, protecting nature and encouraging practical community action.

### Leadership and review

|                            |                                                      |
|----------------------------|------------------------------------------------------|
| <b>Sustainability Lead</b> | Headteacher / nominated staff lead                   |
| <b>Pupil voice</b>         | School Council / nominated pupil eco representatives |
| <b>Governor oversight</b>  | Progress reported to governors annually              |
| <b>Review cycle</b>        | Brief termly check-in; full review in Summer 2027    |

**Our principle:** do a few things well, use existing systems wherever possible and avoid creating unnecessary workload.

### 2026–2027 Priority Action Plan

| Priority                           | DfE area                              | What we will do                                                                                                                                                                                                                          | When                      | Lead                                          | Success measure                                                                                                |
|------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1. Reduce everyday energy use      | Decarbonisation and energy efficiency | Introduce simple 'switch off' expectations for lights, screens and electrical equipment. Check heating timings and temperatures at the start of the colder season and avoid heating spaces unnecessarily.                                | Autumn 2026, then ongoing | Headteacher / Site team / all staff           | Expectations shared with staff and pupils; evidence of routine switch-off practice; heating settings reviewed. |
| 2. Establish a simple baseline     | Decarbonisation and energy efficiency | Record available annual electricity, gas and water use so the school has a starting point for future comparison. If practical, use a recognised school carbon calculator; this is an improvement tool rather than a large data exercise. | By Spring 2027            | Headteacher / School Business Manager         | A simple baseline record is held and can be compared year on year.                                             |
| 3. Reduce waste and increase reuse | Decarbonisation and energy efficiency | Promote the existing second-hand uniform offer and make reuse the first consideration when clearing or replacing usable school resources. Give pupils one short recycling/reuse awareness focus during the year.                         | Throughout 2026–2027      | School office / staff / pupil representatives | Uniform and usable resources are reused or passed on where possible; one pupil awareness activity completed.   |

|                                                  |                                       |                                                                                                                                                                                                                                                                    |                    |                                             |                                                                                                      |
|--------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------|
| 4. Improve one area for nature                   | Biodiversity and green infrastructure | Choose one manageable improvement to the school grounds, such as adding pollinator-friendly planting, improving a wildlife area, installing a bug hotel or bird-feeding point, or adding a water butt. Link the activity to curriculum learning where appropriate. | By Summer 2027     | Curriculum lead / pupils / volunteers       | One visible biodiversity improvement completed and used as a learning opportunity.                   |
| 5. Prepare for hotter and more extreme weather   | Climate adaptation and resilience     | Review existing arrangements for hot weather, shade, hydration and safe use of outdoor spaces. Identify any obvious site vulnerabilities, such as rooms that overheat or areas affected by heavy rainfall, and record practical responses.                         | Before Summer 2027 | Headteacher / Site team                     | Hot-weather arrangements are clear to staff and one short site resilience check is recorded.         |
| 6. Make climate learning and pupil voice visible | Climate education and green careers   | Map where climate, sustainability and care for the environment already appear in the existing curriculum rather than creating a new programme. Give pupils one meaningful opportunity to suggest or lead an environmental action.                                  | During 2026–2027   | Curriculum lead / teachers / School Council | A short curriculum overview identifies existing provision; pupils contribute to at least one action. |

## What we are not trying to do this year

This plan does not commit the school to major capital projects, multiple new committees, frequent data collection or a separate sustainability curriculum. Larger projects such as solar panels, major heating upgrades or extensive site redevelopment may be explored in future if funding, capacity and site circumstances make them realistic.

## Monitoring

The Sustainability Lead will carry out a brief termly check against the six priorities using a simple status of Not Started, In Progress or Complete. Governors will receive a short annual update. The next plan will be based on what has been achieved, what has proved useful and what is realistically manageable for the following year.

## Review record

| Review date | Progress summary | Next small step |
|-------------|------------------|-----------------|
|             |                  |                 |
|             |                  |                 |