

Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School Climate Action Plan

Date of review:

September 2026

Date of next review:

September 2027

Responsibility:

Full Governing Body

Classification:

Public

SMWG Climate Action Plan – updated actions September 2026

The Climate Action Plan sets out how St Michael's Woolmer Green will embed environmental sustainability across every aspect of school life. It aligns with the Department for Education's Sustainability and Climate Change Strategy whilst remaining rooted in the school's Christian vision to **"Shine as Lights in the World."**

GETTING STARTED and INITIAL OBJECTIVES					
Action	Time frame	Initiated/Actioned by	Notes	The impact on our Climate Action Plan	Tracker
GS1. Sign up for the Let's Go Zero 2030 project and incorporate its resources into our School Climate Action Plan.	Autumn Term 2026	Sustainability Lead with the Senior Leadership Team	To access expert guidance, practical resources and national support to strengthen our Climate Action Plan and reduce our environmental impact.	Provides a structured framework, high-quality resources and nationally recognised guidance to support long-term sustainability goals.	
GS2. Register for Green Schools Project 2027-28	By July 2027	Sustainability Lead with the Senior Leadership Team	To access expert guidance, practical resources and national support to strengthen our Climate Action Plan and reduce our environmental impact.	Provides a structured framework, high-quality resources and nationally recognised guidance to support long-term sustainability goals. Resource for ' Cut your carbon month ' – November each year.	

GS3. Look in to registration for Eco-schools.org.uk	Autumn/Spring Term 2026/27	Sustainability Lead with the Senior Leadership Team	To access expert guidance, practical resources and national support to strengthen our Climate Action Plan and reduce our environmental impact.	Provides a structured framework, high-quality resources and nationally recognised guidance to support long-term sustainability goals. Resource for 'keep-cutting carbon' and carbon calculator.	
GS4. Research and implement a carbon calculator. Either from Eco-schools or 'Count your carbon'. Methodology – Count Your Carbon	Autumn term 2026	Sustainability Lead with the Senior Leadership Team	To access and implement a carbon calculator which can be used across the whole school	Would provide a baseline to support long-term sustainability goals, for future decisions and progress. Once baseline is established set up a yearly review of progress	
GS5. Research Modeshift Stars to assess whether registration for transport/travel would be useful at this stage.	Ongoing, already a part of this	Sustainability Lead with the Senior Leadership Team, supported by Active Travel Ambassadors (ATAs)	To access expert guidance, practical resources and national support to strengthen our Climate Action Plan and reduce our environmental impact. Eco Council to work with ATAs.	Provides an accreditation scheme for schools for putting in place travel plans focussed on sustainability and the environment.	Have received our Bronze Award the past few years.
GS6. Aim to achieve the Eco-Schools Green Flag Award.	By Summer Term 2028	Sustainability Lead, Eco Committee and Whole School Community	To gain national recognition for our commitment to environmental sustainability and continuous improvement.	Raises the profile of environmental responsibility across the school, celebrates our achievements and provides a recognised framework for future development.	

GS7. Launch the CAP and the importance of sustainability in whole school assembly and communicate key priorities to pupils, staff, governors and parents.	By Autumn half term 2026	Sustainability Lead, Eco Committee, HT, DHT	For pupils to be aware of the importance of this and how it affects most things within the school day and curriculum. To raise their involvement. PPT from Eco Council.	Raises the profile of environmental responsibility across the school and its importance as a whole school focus.	
GS8. Establish and maintain regular meetings of the Eco Committee throughout the school year to gather pupil voice and develop environmental initiatives.	Autumn Term 2026 onwards (minimum once every half term)	Eco Committee, led by the Sustainability Lead with support from staff	To ensure pupils have an active voice in shaping our environmental priorities and leading positive change within our school and local community.	Ensures our Climate Action Plan is informed by pupil voice, encourages leadership and increases whole-school engagement in sustainability.	
GS9. To liaise with Governors twice each year to review environmental priorities, progress and future actions.	Twice annually (Autumn and Summer Terms)	Sustainability Lead and Headteacher	To provide updates, review progress, seek strategic support and ensure environmental priorities remain a key focus for school improvement.	Strengthens governance, accountability and strategic oversight, ensuring the Climate Action Plan remains effective, sustainable and aligned with the school's vision.	
GS10. Monitor and review our Clean Air Monitoring System using the school's air quality sensor to inform environmental decisions and educate	Ongoing throughout the academic year (termly review)	Sustainability Lead, Site Team and Eco Committee	To monitor local air quality, identify trends and support informed decisions that improve the health and	Supports evidence-based environmental improvements, increases awareness of air pollution and helps pupils understand the importance of clean air, sustainable travel and protecting public health.	

pupils about local air quality. Use this data to support teaching and learning related to air quality in our school.			wellbeing of our school community.		
GS11. To develop and enhance biodiversity across the school grounds through annual tree planting, pollinator-friendly planting, Forest School habitat projects and wildlife conservation initiatives.	Ongoing throughout the academic year (with seasonal projects each term)	Sustainability Lead, Forest School Leader, Site Team, Eco Committee and Staff	To protect and enhance local biodiversity, create rich outdoor learning environments and provide children with regular opportunities to connect with, value and care for nature.	Enhances biodiversity across our school site, strengthens outdoor learning opportunities, supports pupils' physical and mental wellbeing, improves habitats for local wildlife and demonstrates our commitment to caring for God's creation.	

DECARBONISATION				
Action	Time Frame	Initiated/Actioned by	Notes	Tracker
D1. Initial energy saving ideas across the whole school. Could be introduced by the Eco-committee – to include e.g. switching off lights, opening/closing blinds, doors open/closed, computers on stand-by	Autumn 2026	Eco-committee Sustainability lead Whole school	Input for, and from staff. Training for staff	
D2. Review and reset, if necessary, thermostats, heating timings including weekends and holidays E.g. could heating be on for less long during the day, is heating able to respond to outside temperatures/weather?	Autumn 2026	HT, SBM, Sustainability lead	Can this be a weekly review to address what is needed in the forthcoming week, given weather conditions.	

D3. Switch to LED lighting Replace older lighting with LED where needed and consider whether there are areas which would benefit from motion sensors	Autumn 2026 and on-going	HT, SBM, Sustainability lead	This will be budget dependent. Consider at FRC Governors meeting	
D4. Promote energy efficient ways to travel to school Survey current methods of transport, promote use of car sharing, walking to school. Use newsletters to keep reminding parents	Autumn 2026 and on-going	HT, SLT, SBM, Sustainability lead Work with the ATAs (active travel ambassadors).	Modeshift STARS - Modeshift HomeRun App - Sustainable School Run	
D5. Continue to offer cycling proficiency – which year group(s) would benefit most Investigate whether there are opportunities to offer related road safety, travel awareness skills to other years	Summer 2027 in Year 5	HT, SLT, SBM, Sustainability lead Staff		
D6. Review the second-hand uniform scheme and see if it can extend to other items used by pupils		HT, SLT, SBM, Sustainability lead		
D7. To ensure recyclable materials are being collected and sent for/collected for recycling.		SBM	Extend to after school clubs	
D8. Identify consumption that can be reduced by reduce, reuse, recycle initiative. Include review of purchasing decisions to select more environmentally sustainable products and suppliers where practical.		HT, SLT, SBM, Sustainability lead Staff	Possibility of reducing carbon footprint by researching sustainable procurement when purchasing goods and services like paper, cleaning products, catering supplies, ICT equipment. Where possible look to recycle books, ICT equipment. Who may they be of use to?	
D9. Work with the catering team to minimise food waste and the possibility of meat free days Review provision of bins and receptacles for recycling/food waste.		Catering team SBM, HT	Communicate with parents regarding packed lunches. Seasonal food choices, organic, fair trade	

ADAPTION and RESILIENCE				
Action	Time Frame	Initiated/Actioned by	Notes	Tracker
AR1. Research whether the permanent addition of aircon within the classrooms is a feasible possibility. Investigate options to improve classroom comfort during extreme heat, including shading, tree planting, ventilation improvements, blinds, use of cooler rooms.	Money dependent	HT, SBM	The heat experienced in the last 3 months to mid July 2026 has caused children to be sent home and has significantly affected children and staff within the classroom. This is predicted to happen more often in future years. What have we learned from this experience? What is the best way forward? Aircon is likely to be necessary but consider other options as this increases energy consumption. Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub – sign up to heat health alerts	Have purchased 3 mobile units and had a quote for aircon that includes the electrical infra structure to support.
AR2. Develop and maintain an Extreme Weather Response Plan covering heatwaves, flooding, storms, snowfall and other severe weather, including communication arrangements with governors and parents. Also in response to Met Office warnings.			Actions summarising school response dependent on Met office weather warnings and heat health alerts. These can be referred back to if parents query – e.g. school uniform, hydration breaks, uniform, school closure. i.e. if the Met office issues red weather warnings then	
AR3. Survey of local area for future flooding likelihood.		HT, SBM	Check on Government Flood Risk website. Check the long term flood risk for an area in England - GOV.UK	

AR4. Monitor the readings from the water metre to help identify leaks		SBM	Review over time for comparison and any necessary action.	
AR5. Eco-council to survey the use of water at certain times of the day to see if it is being used sensibly	Begin in the Autumn Term	Sustainability lead, Eco-council SBM	Breaktimes, lunchtime. Are taps switched off? Or allowed to run too fast when washing hands Introduce water efficient methods and features – ‘low flush’ models? Efficient rainwater harvesting ideas. Parents donate water butts – 1 per class funded	
AR6. Eco-council and staff? to monitor if doors to the outside are left open, particularly in the winter, letting out the heat	Begin in th Autumn Term	HT, SLT, SBM, Sustainability lead Staff & eco-council	Breaktimes, lunchtime.	

BIODIVERSITY				
Action	Time Frame	Initiated/Actioned by	Notes	Tracker
B1. Increase knowledge and awareness of biodiversity within the school Develop gardening club to enable pupils to grow and use their own produce RHS schemes		Sustainability lead, HT, SBM and supporting staff/parents?		
B2. Increase wildlife habitats Build/locate bug hotels/birdboxes/log piles Build a pond in a safe area	Ongoing	Sustainability lead and supporting staff/parents?	See the Forest School	
B3. Plant trees, shrubs and flowers Create more shaded areas for play times/lunchtimes	Eco Council to investigate	Sustainability lead, HT, SBM and supporting staff/parents?	Survey of school grounds to establish suitable areas for rewilding, planting and habitats	
B4. Eco-council to be involved with local initiatives to target sustainability		Sustainability lead		
B5. Investigate whether there is a suitable safe site for a pond, in?, near? The forest schools area.		Sustainability lead, HT, SBM and supporting staff/parents?	Could look at whether grants/money is available for this to increase habitats/biodiversity within the school grounds.	Needs cleaning and clearing

			Would any local landscaping firm (parent of SMWG pupils) donate this work?	
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CLIMATE EDUCATION and GREEN CAREERS				
Action	Time Frame	Initiated/Actioned by	Notes	Tracker
CE1. To deliver three whole-school Ignite Events each academic year focusing on sustainability and environmental responsibility (e.g. No Electricity Day, Waste Paper Week and Walk to School Week), linking closely with our Active Travel Ambassadors programme.	Three events annually (one per term)	Sustainability Lead, Staff, Eco Committee and Active Travel Ambassadors	To provide memorable, hands-on learning experiences that encourage children to explore environmental issues and develop sustainable habits through practical action. Raises the profile of sustainability across the curriculum, strengthens pupil engagement, promotes active travel and enables children to become environmental ambassadors within the school and wider community.	
CE2. Develop, share and organise an annual Eco Committee Summit between St John's Digswell, Tewin Cowper and St Michael's Woolmer Green, enabling pupils to share ideas, celebrate successes, collaborate on environmental projects and plan larger-scale sustainability initiatives across our schools.	Begin to develop collaboration in Autumn term 2026 Summit to take place once annually (Summer Term)	Sustainability Leads from all three schools, Eco Committees and School Staff	To strengthen collaboration between local schools, celebrate environmental achievements, share best practice and empower pupils to work together on projects that benefit the wider community. Builds a strong network of young environmental leaders, promotes collaboration, develops pupil leadership and creates opportunities for larger, joined-up environmental initiatives that have a greater impact across our local community.	

CE3. Carry out a curriculum audit to identify where sustainability is actively discussed/taught		Sustainability Lead, all staff	All subject leads to assess their subject area. Design dedicated curriculum that develops whole school coverage of sustainability topics and which develops children's ability to nurture, innovate and aspire to a more sustainable future. Explore <i>Education resources from the Met Office</i> .	
CE4. Groups and leaders in the field of biodiversity and sustainability to be researched and contacted for advice, visits, to work alongside children/sustainability lead.		Sustainability lead HT, SBM		
CE5. Provide annual staff development opportunities relating to sustainability, climate education and environmental leadership.		HT, DHT, Sustainability lead.		