

Heath Hayes Academy

Sustainability and Climate Action Plan

2025-2028

The Department for Education states that 'settings and trusts have the greatest success in driving change where there is a holistic action plan that is supported by a leadership team with the authority, knowledge, and commitment to take it forward.' (DfE, 2023). The following statements are taken from their guidance.

Ensuring you have clear leadership for sustainability in place, and a climate action plan, will help your setting to:

- increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved
- create a culture that prioritises sustainability
- share effective practice with other education settings and develop a peer-to-peer learning network
- use data to identify and prioritise action

- improve energy and water efficiency
- calculate your carbon emissions and identify ways to reduce them
- reduce operating costs
- increase resilience and start adapting to the impacts of climate change
- enhance biodiversity
- help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs

Sustainability in REAch2

The Priority s detailed above are in line with the REAch2 Always Aiming Higher Strategy with Sustainability being one of the four strategic goals: transform our approach to sustainability across REAch2 by inspiring our children to become environmental ambassadors, unlocking their potential to make positive change.

Sustainability Strategic Goals

1. All children develop a depth of knowledge to understand environmental sustainability and the actions that they can take to become ambassadors for change.
2. By 2027 we will significantly reduce our carbon footprint.
3. REAch2 will implement environmental initiatives that promote, preserve and enhance local biodiversity.

To achieve this we will:

- Ensure every school develops a sustainability action plan placing ecological literacy and environmental sustainability at the heart of its curriculum.
- Support all REAch2 schools to achieve a nationally recognised award through developing rich biodiverse environments.
- Involve all children in community activities to promote positive environmental activity in their local area.
- Adopt a range of activities which connect children with nature, ensuring their investment in the world around them.
- Reduce our carbon footprint through improving the built estate and developing planet-friendly procurement processes.
- Invest in our people to achieve accreditation in environmental sustainability.

Additional Information

Climate Action Plans but work towards addressing the action areas outlined in Sustainability and Climate Change: A Strategy for the Education and Children's Services System (DfE December 2023)

[Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-system)

Action area 1: Climate education

Action area 2: Green skills and careers

Action area 3: Education estate and digital infrastructure

Action area 4: Operations and supply chains

Action area 5: International

Area 1: Decarbonisation

Example: calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Reduce energy usage	Review heating timer to ensure that it is only on for the times needed and at the optimum temperature setting.	Richard Proctor and Hannah Greenway	September 2025	Hannah Greenway to check in with staff fortnightly regarding temperatures in classroom and effective timings.	Heating will be a suitable for the temperatures. Windows will not be needed to be open when heating is on.
2	Reduce energy usage	Ensure that lights and equipment is turned off when rooms are not in use.	Eco Warriors team supported by Helen Sevremont	Summer end 2026	Eco warriors to leave cards on desks when they find equipment left on. To monitor culpable staff and name in eco assemblies.	Allocated light monitors All lights turned off when staff are not in the room. Energy usage will decrease.
3	Reduce energy usage	Turn IT equipment off at plug at then end of the day.	All class teachers and members of SLT	Summer end 2026	Richard Proctor to check prior to lock up. Hannah Greenway to monitor energy bills at the start and end of the year.	Class teachers will consistently turn off. Energy usage will decrease.
4	Reduce energy usage	Participate in annual awareness events (Cut Your Carbon) as a school	Helen Sevremont to deliver an assembly in	Summer end 2026	Helen Sevremont to gain pupil voice for Autumn and Summer terms.	Pupils will have increased awareness, spreading to wider community. School reduces energy uses.

			November for campaign			
5	Reduce CO2e emissions from deliveries	Develop systems for ordering resources which reduce the number of deliveries to one or less each week.	Hannah Greenway, Katie Stocking	Summer end 2026	Hannah Greenway to monitor deliveries received termly.	The number of deliveries will decrease over the year.
6	Reduce CO2e emissions from travel (staff and pupils)	Review schools travel plan and identify ways to reduce the number of children who drive to school. Promote and reward lift share opportunities. Maintain status on mode shift stars. Add a potential lift share button on the travel tracker.	Steph Higgins	Summer end 2026	Steph Higgins to communicate statistics and successes termly, via the school newspaper.	There will be an increase in children walking, biking, scooting to school and using lift share.

Area 2: Adaptation and Resilience						
Example: Taking actions to reduce the risk of flooding and overheating						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Develop response plans to build	Establish protocols for rapid recovery after climate events	Louise Johnson	Summer end 2027	SLT to monitor. Set time frames	School will have a comprehensive rapid recovery set of

	resilience in the school.	(e.g high temperatures protocol, recovery after flooding, snow etc).			and review dates.	procedures, communicated to all staff and parents.
2	Develop response plans to build resilience in the school	Implement actions identified through Climate Schools 180, focusing on identified areas of the school that are impacted in extreme weather.	Helen Sevremont, Steph Higgins, Ellie Trussler, Amanda Gretton	Summer end 2028	Staff Eco warriors to review key priorities and report progress to SLT in termly meetings	Regular meetings established and actions implemented from initial plans.
3	Prepare the school for the physical impacts of overheating from climate change	Create a green wall on the KS2 playground to reduce heat	Helen Sevremont, Steph Higgins, Ellie Trussler, Amanda Gretton	Summer end 2028	Eco warriors to review progress and report to SLT in termly meetings.	Green wall implemented and successfully maintained
4	Prepare the school for the physical impacts of overheating from climate change	Replace Astroturf on KS1 playground with grass	Amanda Gretton, Helen Sevremont, Steph Higgins	Autumn end 2025	Helen Sevremont to check timescales have been followed. Follow up in eco warrior meetings and communicate with SLT	Astroturf will be replaced by real grass. Check temperatures before and after installation on hot days.

Area 3: Biodiversity

Example engaging with the [National Education Nature Park](#)

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Increase school's knowledge of own site and biodiversity	Register and engage with The Education Nature Park materials Education Nature Park	Helen Sevrement	Whole Trust Priority : July 2026	Helen Sevrement to monitor the engagement level of this resource termly.	Whole school mapping of grounds completed. Progress of activities completed through the programme will be evident.
2	Increase biodiversity across the school grounds	Utilise Education Nature Park and Learning through Landscapes resources to develop grey areas of school ground so they become greener. -School gardening area - Increase green space on KS2 and KS1 playgrounds	Helen Sevrement, Steph Higgins, Ellie Trussler,	Summer 2028	Eco warriors to review progress in termly meetings and report to SLT. Complete whole school yearly audits of grounds using Education Nature Park materials	Green spaces will increase on school grounds, annually.
3	Increase biodiversity across the school grounds	Create a whole school allotment, with each class allocated a seasonal planter, to look after throughout the year.	All class teachers	July end 2026	Helen Sevrement and Steph Higgins to monitor plants being grown and ensure teachers are working with children to maintain.	Each class will produce home grown fruit and veg to be used in the school kitchen.

4	Increase biodiversity across the school grounds	All staff to receive training on growing food and plants for biodiversity through learning through landscapes.	All staff	Spring end 2025	Helen Sevrement to monitor what is grown on school grounds	Increase planting done across the school
5	Increase biodiversity across the school grounds	Establish a school gardening club in conjunction with parents.	Steph Higgins, Helen Sevrement	Summer end 2027	Eco warriors to monitor during termly meetings, obtaining pupil and parent voice prior and post set up.	School gardening club established.
6	Increase biodiversity across the school grounds	Begin rainwater harvesting. Install water butt correctly on school grounds.	Richard	Autumn end	Steph Higgins and Helen Sevrement to monitor usage after installation. Hannah Greenway to communicate water usage termly.	A reduction in water usage in school.
7	Increase biodiversity across the school grounds	Install and maintain beehive, including nearby pollinators necessary	Steph Higgins	Summer end 2026	Steph Higgins to monitor plant biodiversity surrounding the hive.	Increase in biodiversity across school grounds.

Area 4: Climate Education and Green Careers

Example: Ensuring the education you provide gives the knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Embed Climate Change Education (CCE) into science curriculum	Using the REAch2 CCE knowledge implementation grid or map the essential science CCE knowledge into the school curriculum	Ellie Trussler and Helen Sevremont	Whole Trust Priority: September 2026	Ellie Trussler and Helen Sevremont to audit science adventure books Autumn end and Summer end.	Evidence of CCE education within science adventures will be evident in books and pupil voice.
2	Implement Climate Change Education into geography curriculum	Using the REAch2 CCE knowledge implementation grid or map the essential geography CCE knowledge into the school curriculum	Geography lead and Helen Sevremont	Whole Trust Priority: September 2026	Geography lead and Helen Sevremont to audit science adventure books Autumn end and Summer end.	Evidence of CCE education within science adventures will be evident in books and pupil voice.
	Increase opportunities for outdoor learning and engaging with nature	Register and engage with The Education Nature Park materials Education Nature Park Every class to continue to have a forest school slot for a term. Class teachers to deliver one outdoor lesson a week.	Helen Sevremont, Steph Higgins	Whole Trust Priority: July 2026	Helen Sevremont to monitor teacher usage of outside spaces for lessons via planning.	Photographs of outside learning shared with parents half termly via facebook. Planning to reflect learning outside the classroom.
3	Empower children to take positive action towards climate change and environmental issues	Deliver termly assemblies to educate and inform children of actions that can be taken. Regular meetings of Eco warriors with Eco warrior staff.	Helen Sevremont to deliver termly assemblies. Eco warrior team to conduct monthly	July 2026	SLT to monitor assemblies delivered and meetings taking place.	

			meetings with children.			
4	Empower children to take positive action towards climate change and environmental issues ds climate change and environmental issues	Participate in awareness events (ensuring children understand why they are important and the impact of their actions) and share information with wider community in newsletter and social media.				
5	Empower children to take positive action towards climate change and environmental issues ds climate change and environmental issues	Develop enrichment activities/clubs/groups which allow children to take positive action (ensuring children understand why they are important and the impact of their actions). E.g. Gardening club, Class sustainability leaders, Eco-club				

Area 5: Sustainable Living – Other Actions

Example: There may be actions that you are completing that do not fit into the 4 areas above. These can be added here.

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	To reduce the use of plastic in school and understand the impact this will have on the environment.	Register for Plastic Clever Schools Plastic Clever Schools	Ellie Trussler	July end 2026	Eco warriors to monitor impact in regular staff meetings and communicate with SLT	Programme successfully embedded within schools. All children and staff aware of actions they can take to reduce plastic.
2	To reduce water wastage and educate children about why this is important.	Educate children about water wastage and deliver in assemblies. Free School Lesson Plans Water Company Resources WaterAid UK Primary resources	Helen Sevremont	Autumn end 2025	Hannah Green way to monitor water usage termly	A reduction in water usage seen within school
3	To reduce the environmental impact of school uniform.	Introduce a Pre-Loved uniform rail and promote the positive impacts on parents using this. Promote in a way that reduces stigma. Eco warriors to create posters	Social justice team.	July end 2027	Social justice team to monitor uptake of uniform and clothes and communicate with Eco warriors.	Increase in uniform/clothing being given away. Becomes embedded in school culture.
4	To reduce the environmental impact of school uniform.	Have a textile recycling bin on the school site (this also raises money for the school) Textile recycling fundraising scheme for schools Recycle 4 School	Social justice team	July end 2027	Hannah Greenway to monitor collections and money raised.	See an increase over 2 years of the amount of clothes being recycled (tons).

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Area 6: Catering						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Catering	Move to electric energy efficient ovens (when schools need to replace).	Catering Managers	REAchEat/Hannah Greenway	Assistance from Estates regarding moving to energy efficient ovens (as needed)	Reduction in energy use and costs
2	Catering	Review switch on of equipment (modern ovens do not take long to heat up, this will reduce the time needed for fans).	Catering Managers	Catering staff		Reduction in energy use and costs.
3	Catering	Regular maintenance of equipment.	Catering Managers	Catering staff		Extended equipment life
4	Catering	Regular defrosting of fridges and freezers where required and temperatures to be at the correct setting.	Catering Managers	Catering staff		Reduction in food waste and cost due to less freezer burn
5	Catering	Turn down heat in kitchens (reduce overheating from ovens).	Catering Managers Site Managers	Catering staff	Daily opening checks by Catering Managers	

					Site Manager checks Service visit checks by catering support	
6	Catering	Any outside water pipes for the kitchens to be lagged.	Catering Managers Site Managers	Richard Proctor		Reduction of: frozen/burst pipes Water loss Cost
7	Catering	Any leaks in the kitchens to be dealt with on reporting	Catering Managers Site Managers	Catering staff		Reduction of: Water loss Cost
8	Catering	Maintenance contracts in place to ensure equipment is operating at the correct temperatures.	Catering Managers Site Managers	REAchEat		Reduction in energy usage and cost (due to equipment efficiency)
9	Catering	Have a percentage of school grown fruit, salad and vegetables for children to grow, care for and bring to the school kitchen.	Headteacher Catering Manager 11 Before 11 Adventure Ambassador Site Manager	REAchEat Trish Coffey Sarah Phillips	Catering Support Team, Headteacher	Whole school change in attitude to food production and waste. Percentage of fruit/vegetables school grown
10	Catering	Where budgets allow, work with local farms and food producers to supply food to the school kitchens.	Catering Manager	Trish Coffey Sarah Phillips		Change in attitude to food procurement Lower carbon footprint from food miles
11	Catering	Work with suppliers to get suppliers of wonky fruit, salad and vegetables.	Catering Support Team	REAchEat		Change in attitude to food procurement Lower carbon footprint from food miles

1 2	Catering	Reduce food waste through correct portion sizes and changes in kitchen processes	Catering Manager Headteacher	Catering staff		Reduction in CO2e emissions from food waste Reduced cost
1 3	Catering	Menu reviews	Catering Managers Catering Support Pupil input	Catering staff		Reduction in carbon footprint of meals Reduction in food waste Reduction in cost Children understand the reasons why we should consider what we are eating (local, seasonal, plant based)
1 4	Catering	Reduce meat consumption	Catering Managers Catering Support	Catering staff		Reduction in carbon footprint of meals Reduction in cost Children understand the reasons why we should be consuming less meat
1 5	Catering	Farm to table (where budgets allow)		Catering staff		Reduction in carbon footprint of meals Reduction in food miles

Appendix 1:

As many of the actions taken to support schools are completed centrally, the following is the REAch2 Estates Climate Action Plan. Actions from here can be added above to become school specific.

Trust Wide Estates Actions						
Area 1: Decarbonisation						
Example: calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Prioritised HD initiatives / works / projects / condition improvements – funded through SCA and Salix bids – prioritise expenditure against tCO2e.	JFC	Ongoing	Exec's	Positive impact on carbon reduction as per SECR Report
2	Estates	Centralised procurement of utilities and services: <ul style="list-style-type: none"> ➢ Green energy. ➢ Bill validation and usage monitoring to quickly identify / rectify spikes in consumption. 	JFC	December 2024	Head of Estates	Positive impact on carbon reduction as per SECR Report
3	Estates	Centralised procurement of sustainable grounds maintenance that also supports school biodiversity.	JFC	September 2024	Head of Estates	Positive impact on carbon reduction as per SECR Report
4	Estates	SECR Reporting on carbon footprint to measure	JFC	Annually & Ongoing	Trustees	5% carbon reduction per annum as per Trust KPI

		performance against Trust KPI's.				and achieving 45% by 2030
5	Estates	EV charging points (and capacity for).	JFC	July 2025	Exec's	Assessment of take-up and usage, post-installation.
6	Estates	"School Switch-Off" checklists and Trust-wide energy-saving initiatives.	JFC	February 2025	Head of Estates	Positive impact on carbon reduction as per SECR Report
7	Estates	<p>Travel less and work better / smarter:</p> <ul style="list-style-type: none"> ➤ <i>Reduced site visits by 50% to 1 per term but work to an enhanced, structured agenda with greater time spent on site overall.</i> ➤ <i>More efficient planning / grouping of site visits geographically to reduce travel.</i> ➤ <i>Avoid unnecessary face-to-face meetings - use Zoom / Teams.</i> ➤ <i>Collaborate with other service areas to reduce overall number of site visits.</i> ➤ <i>Car-sharing initiatives.</i> ➤ <i>Greater use of public transport infrastructure inc' bus / rail cards</i> ➤ <i>Introduce video demo's and run-throughs to reduce necessity to visit site.</i> ➤ <i>Drone technology to reduce the need for contractor</i> 	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report

		<i>attendance on site to provide access.</i>				
8	Estates	Go “paperless”, work more virtually / digitally and centralise resources electronically.	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report
9	Estates	Eliminate unnecessary electronic communication and reduce device charging (reduce number of devices - combined laptop / tablet)	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report
10	Estates	Collaboration with other Service Areas - align with their plans / ambitions / commitments.	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report
11	Estates	Work with local community stakeholders to facilitate school travel carbon-reduction initiatives: <ul style="list-style-type: none"> ➤ <i>Brokering of locations for “Park & Stride” initiatives).</i> ➤ <i>Cycle to work schemes.</i> ➤ <i>Car-sharing.</i> 	JFC	Ongoing as Opportunities Arise	Head of Estates	Positive impact on carbon reduction as per SECR Report

Trust Wide Estates Actions						
Area 2: Adaptation and Resilience						
Example: Taking actions to reduce the risk of flooding and overheating						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Embed “Green Construction” as part of the design stage for all PMP and Capital Projects.	JFC	Started January 2018 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report in general

						and reductions in energy expenditure per school.
2	Estates	<p>Procurement & Contractors:</p> <ul style="list-style-type: none"> ➤ Greater emphasis at pre-qual' stage on contractors who operate sustainably. ➤ Recycled and sustainable construction materials from sustainable sources. ➤ Reduction of single-use packaging. ➤ Environmentally-friendly cleaning and construction materials. ➤ Local contractors / suppliers to reduce travelling / delivery distances. ➤ More battery-operated machinery / less petrol / diesel-driven machinery. 	JFC	Started January 2024 and Ongoing	Head of Estates	Positive outcomes of regular contract review processes

Trust Wide Estates Actions						
Area 3: Biodiversity						
Example engaging with the National Education Nature Park						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	<p>Nature-related initiatives for promoting carbon reduction bio-diversity:</p> <ul style="list-style-type: none"> ➤ Forest schools. 	JFC	Ongoing	Head of Sustainability	Positive feedback from schools

		<ul style="list-style-type: none"> ➤ Raised beds / sensory gardens. ➤ Gardening clubs. ➤ Bee sanctuaries. ➤ Planting of pollinators. ➤ "No-mow" areas. ➤ Butterfly bushes. ➤ Bug hotels. ➤ Worm farms (to support composting). ➤ Ponds. ➤ Tree planting (applications to Woodlands Trust) ➤ Chickens (selling the eggs). ➤ School animals. ➤ Allotments - growing, cooking and eating / selling own food ("seed to table"). ➤ Water recycling, "cisternisers" and rainwater harvesting. 				
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Trust Wide Estates Actions						
Area 4: Climate Education and Green Careers						
Example: Ensuring the education you provide gives the knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Sustainability training for key stakeholders.	JFC	Every 2 Years (started Summer 2024)	L&D Team	Attendance / engagement levels and monitoring of practical implementation at school level plus positive impact

						on carbon reduction as per SECR Report
2	Estates	Support with School / Trust accreditation processes: <ul style="list-style-type: none"> ➤ Accreditation for being eco-friendly as a Trust ➤ Eco schools (bronze awards etc) ➤ Quality marks ➤ Go green initiative ➤ UNESCO development goals 	JFC	Ongoing	Head of Sustainability	Measured increase in number of successful accreditations

References

[DfE Sustainability leadership and climate action plans in education](#)

[DfE Sustainability and climate change: a strategy](#)

[UN Education is key to addressing climate change](#)