



Hearts of the Forest Climate Action Plan 2025-2026

The DfE's guidance '[Sustainability leadership and climate action plans in education](#)' has highlighted the importance of adopting a whole-school approach to turn planning into action. In its [sustainability and climate change strategy](#), the DfE stated that it expects all schools to have nominated a sustainability lead and put in place a climate action plan by 2025.

This climate action plan covers the following four areas and is aligned with the DfE's sustainability and climate change strategy:

- De-carbonisation, e.g., calculating and taking actions to reduce carbon emissions
- Adaptation and resilience, e.g. taking actions to reduce the risk of flooding and overheating
- Biodiversity, e.g. engaging with the [National Education Nature Park and enrolling in the Climate Action Award](#)
- Climate education and green careers, e.g. ensuring that education gives knowledge-rich and comprehensive teaching about climate change and that teachers feel supported to offer this.

This plan has been created in accordance with the above guidance and has been used to help Hearts of the Forest to target appropriate, feasible priority areas of action.

SECTION 1

Pages 2 -12: DfE compliant AUDIT.

SECTION 2

Pages 14 -25: Climate Action Plan.

SECTION 1: DfE compliant AUDIT.

Name of school	Heart of the Forest School
Sustainability lead names (Heads of each site)	Whole School: Diana Denman School Business Manager: Olivia Lord Designated school member: Carol Rushton
Date of last review	July 2025

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Organizing the sustainability leadership team structure					
Has a sustainability leadership team been structured?	Yes.	01.09.25.	New Co-Head teacher from Sept 2025.	SLT led.	
Has a single sustainability lead been nominated?	Yes, for the school site.	09.07.25.	Plan roll out and implementation for Sept. 2025.	As detailed previously.	
Are members of the sustainability leadership team clear on their duties?	Yes.	25.07.25.	Discussion at SLT Conference on 25.06.25.	As detailed previously.	
Does the sustainability leadership team consist of both teaching and operational staff?	Yes.	09.07.25.	SLT will include more teaching staff as the plan develops. SLT will cascade to staff and discuss on a regular basis: Staff meetings	All staff (teaching & support).	
Does the sustainability leadership team include senior leaders?	Yes.	09.07.25.	Led by SLT.	As detailed previously.	
Implementing a whole-school approach					
Is the whole school involved and engaged in turning the school's climate plan into action?	Yes.	25.06.25.	Already plans underway but will review in Spring 2026.	All staff.	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	Yes.	25.07.25.	Learning Walk foci.	SLT.	
Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	Yes.	25.07.25.	PHSE and Class Team foci.	All class team staff.	
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	Yes.	25.07.25.	Build into the wider curriculum (as detailed in the comments section).	All appropriate staff.	PSHE, Science, DT, Outdoor Learning, Forest School and other pertinent outdoor curriculum.
Are parents and the wider community involved in the school's approach to sustainability and climate change?	Partial: Will continue to be made aware but due to wide catchment area, direct involvement not feasible.	25.07.25.	Continue to raise awareness where feasible.	All appropriate staff.	
Do governors and members of the SLT support and drive the school's sustainable activity?	Yes.	25.07.25.	Continue to discuss at SLT & at appropriate times at Governors meeting agendas.	All Governors & SLT.	
Is the SLT embedding culture change where sustainability is a priority?	Yes.	25.07.25.	An ongoing priority.	SLT.	
Does climate change and sustainability feature on the agenda at key meetings?	Yes.	25.07.25.	An ongoing priority.	Governors & SLT.	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Has the site manager been involved in the school's Climate Action Plan?	Yes - partially.	25.07.25.	An ongoing priority.	Premises Manager & SLT.	
Climate education					
Is climate education embedded throughout the curriculum?	Partial: curriculum is under development.	01.09.25.	Ongoing SLT monitoring.	SLT	
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	Some are partially. SEMH SEND limitations.	25.07.25.	Ongoing awareness raising by staff. Add as an agenda item to Student Council.	SLT	Many students enjoy taking part in activities related to this.
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	Continue to raise the profile of climate change, though some SEND barriers.	25.07.25.	Ongoing awareness raising by staff.	SLT	
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	Yes.	25.07.25.	Continue to maximise opportunities wherever feasible / pertinent.	SLT	PSHE, Science, DT, Outdoor Learning, Forest School and other pertinent curriculum & outdoor activities.
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	Yes.	25.07.25.	Ongoing awareness raising by staff.	All staff	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Does the school have plans to teach the natural history GCSE that the government intends to introduce by 2025?	Yes, where applicable – adapted to meet SEND barriers.	25.07.25.	Consider appropriateness / viability on a dynamic basis according to pupil needs.	SLT.	
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation?	Yes, if / where required.	25.07.25.	Consider requests on demand.	SLT.	
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, in addition to considering SEMH SEND factors.	01.09.25.	Ongoing monitoring.	SLT.	
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 (WRAP), and the Environment Agency?	Partial, and when appropriate.	25.07.25.	To audit teaching staff usage. Under development - ensure that the Science Curriculum (& possibly the Humanities one) to incorporate appropriate aspects.		No, not yet.
Are teachers able to model sustainable practices in relation to their subject specialism?	Partial: yes, where applicable.	25.07.25.	Ongoing monitoring / support where identified need dictates.	SLT.	
Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	No – under development.	25.07.25.	Investigate further to inform next steps - will also require these actions: - Internally advertise for a 'Sustainability Lead' from the	SLT.	Not yet.

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
			Middle Leaders staff. Statutory requirement from Sept. 2025. - New SL to coordinate the required 'Literacy training' with KR.		
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	Yes.	25.07.25.	Ongoing priority – can be further developed.	Class Teams.	As ongoing.
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	Yes.	25.06.25.	Continue to maximise opportunities wherever feasible / pertinent.	Class Teams.	Accreditation routes.
Are pupils given opportunities to learn outdoors?	Yes, very regularly.	25.06.25.	Continue to maximise opportunities wherever feasible / pertinent.	Class Teams.	PSHE, Science, DT, Outdoor Learning, Forest School and other pertinent curriculum (inc. Residential Care Activities).
Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	Partially.	25.06.25.	This could be further expanded.	SLT.	
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?	Yes.		Ongoing.	Class Teams.	
Green skills and careers					

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?	Yes, partially at an ability pertinent level.	25.07.25.	Continue to maximise opportunities wherever feasible / pertinent.	Class Teams.	
Are pupils provided with sufficient careers guidance including sustainable careers?	Yes, at a realistic ability pertinent level.	25.07.25.	Continue to promote wherever feasible / pertinent.	Class Teams.	
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?	Partially, where applicable / pertinent to do so.	25.07.25.	Continue to promote wherever feasible / pertinent.	SLT & Class Teams.	
Education estate and digital infrastructure					
Are buildings within the school energy efficient?	Partially but limited.	25.07.25.	Continue to investigate affordable solutions / mitigations wherever feasible / pertinent.	SLT & Premises Team.	Some buildings are extremely old / inefficient. Where this is the case, all feasible / affordable mitigations are prioritised to reduce negative impact.
Does the school utilise smart meters and energy management systems to reduce usage and bills?	Partially: Yes, in the newer buildings but limited on the older ones.	25.07.25.	Continue to investigate affordable solutions / mitigations wherever feasible / pertinent.	SLT & Premises Team.	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Has the school implemented measures to alleviate poor air quality around the school premises?	No – not required due to rural / semi-rural locations.	25.07.25.			
Has the school been able to access the Public Sector Decarbonisation Scheme to support de-carbonising the estate?	Unsure at this early stage.	27.07.25.	Check viability – requires further investigation before feasibility can be determined.	Co-HT & SBM.	
Does the school make use of best practice advice when investing money to reduce carbon emissions?	No, but would do so if / where such need arose.	27.07.25.	Further investigation required.	Co-HT & SBM.	
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?	Partially, where applicable.	25.07.25.	Add to Premises / SLT team meetings agendas to ensure ongoing consideration / prioritization, termly.	SLT / Site Team Managers.	
Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Yes, dynamic risk assessed actions would be taken.	25.07.25.	Ongoing.	SLT.	This is no different to any other adverse event. The school has a strong track record of fast, effective reaction when unexpected crisis occur.

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	Yes, where applicable with biodiversity. Other aspects have minimal applicability.	25.07.25.	Ongoing monitoring.	SLT.	
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.	25.07.25.	Ongoing priority.	SLT.	Mainly through LA AMP, SDPs & CDP.
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?	Yes, where applicable.	25.07.25.	Ongoing monitoring.	SLT.	
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g., walking and cycling?	Yes, where applicable but in most instances not viable.	25.07.25.	Ongoing monitoring and consideration.	SLT.	Larger rural catchment area precludes this option for most pupils. Others precluded by SEMH SEND.
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Yes, wherever feasible.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Has the school considered heating solutions which do not utilise carbon intense fuels?	Considered yes but not feasible.	25.07.25.	Ongoing monitoring and consideration.	SLT.	Finances and options extremely limited.
Has the school signed up to available weather and flood warnings?	Yes.	25.07.25.	Ongoing monitoring and consideration.	SLT.	Weather – yes. Flood N/A.

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Has the school looked at how it can reduce water usage and improve efficiency?	Yes.	25.07.25.	Ongoing awareness raising, monitoring and consideration.	SLT.	Options limited
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?	Partially with procurement but sparse finances limit viable options. No plan.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Does the school buy from procurement frameworks that offer sustainable goods and services?	Partially where applicable / viable.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Yes, wherever possible.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Partial: remains under review.	25.07.25.	Ongoing monitoring and consideration.	SLT.	MRS: Very clear / good. Day Schools: Try to wherever feasible but limited by availability / cost.
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?	Partial: remains under review.	25.07.25.	Ongoing monitoring and consideration.	SLT.	MRS: Very clear / good. Day Schools: Try to wherever feasible but limited by availability / cost.

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?	No, data collation, but yes on best practice.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Has the school moved away from single-use items and towards reusable alternatives where possible?	Yes, wherever possible / feasible when considering SEMH SEND factors.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Does the school reduce reliance on single-use items in favour of alternatives?	Yes, wherever possible / feasible when considering SEMH SEND factors.	25.07.25.	Ongoing monitoring and consideration.	SLT.	
Are any free period products provided to pupils sustainable?	Yes.	25.07.25	Ongoing monitoring.	Pastoral Team	
Is food sourced locally where possible?	Yes, wherever possible / feasible.	25.07.25.	Ongoing monitoring and consideration.	SLT.	Yes, wherever possible / feasible, either directly purchased consumables &/or via local suppliers.
Has the school invested in renewable and sustainable energy sources, e.g., solar panels and LED lightbulbs?	Partially: Yes, re LED light bulbs.	25.07.25.	Ongoing monitoring, all options considered.	SLT.	Solar Panels - risk assessed limitations.
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?	Yes.	25.07.25.	Ongoing monitoring.	SLT.	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Has the school taken measures to reduce its use of paper?	Yes, wherever feasible.	25.07.25.	Ongoing monitoring, consideration, and prioritisation.	SLT.	Many previous paper-based systems are now superseded by IT network solutions / electronic communication.

SECTION 2: Climate Action Plan

1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance staff knowledge and skills in climate action and sustainability	<ol style="list-style-type: none"> 1. Deliver CPD sessions on climate change, energy efficiency, and sustainability practices. 2. Facilitate staff participation in external sustainability training and workshops. 3. Create a staff sustainability working group to share best practices and coordinate actions. 	Senior Leadership Team (SLT) & Sustainability Lead (when appt.).	<ul style="list-style-type: none"> - Funding for CPD and external courses - Time allocated for staff meetings - Access to up-to-date sustainability resources and toolkits 	<ul style="list-style-type: none"> - All staff complete at least one sustainability CPD annually – when appropriate. - Active sustainability working group established. - Positive feedback from staff on increased knowledge and confidence. 	Climate education and green careers
Embed climate action expertise into school operations	<ol style="list-style-type: none"> 1. Train maintenance and facilities staff on energy-saving and waste reduction 	Site Managers & Sustainability Lead.	<ul style="list-style-type: none"> - Training materials - Time for training sessions 	<ul style="list-style-type: none"> - Reduction in reactive maintenance issues. - Site Team and key staff 	Decarbonisation

	techniques. 2. Develop a checklist for proactive maintenance focusing on sustainability.		- Maintenance checklist template	demonstrate understanding of energy-saving practices.	
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2. Staff/Students

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase engagement of staff and students in climate action initiatives	1. Conduct annual sustainability audits involving staff and students. 2. Hold regular sustainability forums and assemblies. 3. Promote and expand student-led activities such as litter picks and forest clean-ups.	Sustainability Lead & Student Council Lead.	- Audit tools and templates - Meeting spaces - Materials for activities (gloves, bags, etc.)	- Increased participation rates in sustainability activities - Documented audit reports with actionable recommendations - Positive pupil feedback on involvement	Climate education and green careers
Foster a culture of sustainability through communication and incentives	1. Develop a sustainability newsletter or bulletin. 2. Recognise and reward sustainable activities (e.g., certificates, awards).	Class Teams & SLT.	- Newsletter platform or print materials - Budget for awards	- Regular publication of sustainability communications - Increased awareness and motivation among staff and students	Climate education and green careers

3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve energy efficiency and reduce carbon footprint of school buildings	<ol style="list-style-type: none"> 1. Conduct a full energy audit to establish baseline and identify improvements. 2. Upgrade lighting to LED where not already done. 3. Implement heating conservation measures and monitor usage. 4. Develop a plan to reduce vehicle use and idling on site. 	Site Manager & Sustainability Lead.	<ul style="list-style-type: none"> - Funding for energy audit - Energy management software or monitoring tools - Budget for upgrades 	<ul style="list-style-type: none"> - Completion of energy audit - Reduction in energy consumption year-on-year - Lower heating costs and emissions - Decreased vehicle emissions on site 	De-carbonisation
Enhance biodiversity and green spaces on school grounds	<ol style="list-style-type: none"> 1. Expand horticultural projects including vegetable gardens, pond maintenance, and insect habitats. 2. Increase tree planting and wildlife-friendly planting. 3. Maintain and promote Forest School activities. 	Site & Outdoor/Forest School Coordinator.	<ul style="list-style-type: none"> - Gardening tools and supplies - Native plants and trees - Educational materials for outdoor learning 	<ul style="list-style-type: none"> - Increased biodiversity indicators (e.g., more wildlife sightings) - Student participation in gardening and outdoor activities - Positive feedback from Forest School sessions 	Biodiversity

4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Minimise carbon footprint of school meals	<ol style="list-style-type: none"> 1. Continue sourcing food locally and seasonally. 2. Increase plant-based meal 	Admin/ Manager & Sustainability Lead.	<ul style="list-style-type: none"> - Supplier information - Educational 	<ul style="list-style-type: none"> - Percentage increase in plant-based meals served 	Decarbonisation

	options. 3. Reduce food waste through monitoring and portion control. 4. Educate students on sustainable food choices through menu displays and workshops.		materials - Waste monitoring tools	- Reduction in food waste volumes - Positive pupil engagement with sustainable food education	
Promote healthy and sustainable eating habits	1. Integrate healthy eating messages into school campaigns. 2. Link horticultural projects with school meals (e.g., using garden produce).	Class Teams & Outdoor Learning staff.	- Campaign materials - Coordination between kitchen and garden teams	- Increased student awareness of healthy eating - Use of school-grown produce in meals	Climate education and green careers

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate action and sustainability across the curriculum	1. Integrate climate change topics into multiple subject areas. 2. Use accreditation schemes like John Muir Conservation Award and Duke of Edinburgh's Award to enhance learning. 3. Develop cross-curricular projects linking science, geography, and arts with sustainability themes.	Curriculum Leaders, Class Teams & Outdoor Learning staff.	- Curriculum planning time - Access to award schemes - Teaching resources	- Number of subjects including climate content - Pupil participation in accreditation schemes - Quality of cross-curricular projects	Climate education and green careers
Use outdoor learning to enhance climate education	1. Expand Forest School and outdoor learning sessions focusing on environmental stewardship. 2. Link outdoor activities with curriculum learning objectives.	Outdoor Learning Coordinator.	- Outdoor equipment - Training for staff - Curriculum mapping	- Increased frequency of outdoor learning sessions - Positive pupil outcomes in	Biodiversity

				environmental knowledge	
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6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Foster a supportive environment for climate anxiety	<ol style="list-style-type: none"> 1. Support for students to discuss climate concerns. 2. Integrate positive climate action messaging to empower students. 	Pastoral staff & class teams.	<ul style="list-style-type: none"> - Safe spaces for discussion - Educational materials 	<ul style="list-style-type: none"> - Positive student feedback. - Increased student engagement in positive climate activities 	Climate education and green careers
Promote wellbeing through connection to nature and sustainability	<ol style="list-style-type: none"> 1. Use horticultural and outdoor learning activities to support mental health. 2. Incorporate mindfulness and nature-based wellbeing practices into daily routines. 3. Provide training for staff on wellbeing benefits of nature engagement. 	Wellbeing Leaders & Outdoor Learning staff.	<ul style="list-style-type: none"> - Outdoor spaces - Training materials - Wellbeing resources 	<ul style="list-style-type: none"> - Increased pupil and staff wellbeing scores - Participation in nature-based wellbeing activities - Staff report increased confidence in supporting wellbeing 	Climate education and green careers

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Empower students to lead climate action initiatives	<ol style="list-style-type: none"> 1. Strengthen 'Pupil Voice' through sustainability councils and regular meetings. 	Pupil Council Leader & Teachers.	<ul style="list-style-type: none"> - Meeting spaces - Leadership 	<ul style="list-style-type: none"> - Number of pupil-led initiatives - Pupil participation 	Climate education and green careers

	<p>2. Support student-led projects such as litter picks, beach cleans, and garden maintenance.</p> <p>3. Provide leadership training focused on sustainability.</p>		<p>training resources</p> <ul style="list-style-type: none"> - Materials for projects 	<p>rates</p> <ul style="list-style-type: none"> - Evidence of student leadership skills development 	
<p>Increase student involvement in decision-making</p>	<p>1. Include pupil representatives in school sustainability planning.</p> <p>2. Provide opportunities for pupils to contribute to the Climate Action Plan audit and review July 2026.</p>	<p>SLT & Class Teams.</p>	<ul style="list-style-type: none"> - Meeting schedules - Audit tools 	<ul style="list-style-type: none"> - Pupil input reflected in plans - Positive student feedback on involvement 	<p>Climate education and green careers</p>

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
<p>Ensure procurement supports sustainability goals</p>	<p>1. Review procurement policies to prioritise low-carbon and ethical suppliers.</p> <p>2. Source sustainable materials for arts & crafts and school operations.</p> <p>3. Monitor supplier environmental credentials and carbon footprint.</p>	<p>School Business Manager.</p>	<ul style="list-style-type: none"> - Procurement policy templates - Supplier databases - Staff training 	<ul style="list-style-type: none"> - Updated procurement policy implemented - Increased percentage of sustainable purchases - Reduced environmental impact from supply chain 	<p>De-carbonisation</p>
<p>Minimise waste through</p>	<p>1. Prioritise products with minimal packaging.</p> <p>2. Encourage reuse and</p>	<p>Business Manager, Arts & Crafts Coordinator.</p>	<ul style="list-style-type: none"> - Supplier communications 	<ul style="list-style-type: none"> - Reduction in waste generated from procurement 	<p>De-carbonisation</p>

procurement choices	repurposing of materials in school activities.		- Storage for reusable materials	- Increased reuse of materials in school projects	
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9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build a community network for sustainability	<ol style="list-style-type: none"> 1. Establish a parent sustainability group to support school initiatives. 2. Share local environmental opportunities and resources with families. 	Parent Liaison Team.	<ul style="list-style-type: none"> - Meeting spaces - Resource lists 	<ul style="list-style-type: none"> - Active parent group formed - Increased community engagement 	Climate education and green careers
Engage parents in the school's climate action efforts	<ol style="list-style-type: none"> 1. Communicate regularly about sustainability initiatives and progress. 2. Invite parents to participate in events such as litter picks and gardening days. 3. Provide guidance on sustainable practices at home (e.g., healthy eating, waste reduction). 	Parent/Family Liaison Team, School Leaders	<ul style="list-style-type: none"> - Communication channels (newsletters, website) - Event planning resources - Educational materials 	<ul style="list-style-type: none"> - Increased parental attendance at events - Positive feedback from parents - Evidence of sustainable practices supported at home 	Climate education and green careers

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
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Reduce carbon emissions from school travel	<ol style="list-style-type: none"> Promote walking, cycling, and car-sharing schemes despite poor public transport. Develop safe routes and incentives for active travel. Monitor and aim to reduce vehicle use for school activities. 	Staff Team, as appropriate.	<ul style="list-style-type: none"> Travel survey tools Incentive materials (e.g., rewards) Safety information 	<ul style="list-style-type: none"> Increased percentage of active travel trips Reduction in single-occupancy vehicle journeys Positive feedback from families on travel options 	Decarbonisation
Improve awareness of sustainable travel options	<ol style="list-style-type: none"> Provide information sessions for staff, students, and parents. Collaborate with local authorities to explore public transport improvements. 	Travel Coordinator.	<ul style="list-style-type: none"> Information materials Contact with local transport providers 	<ul style="list-style-type: none"> Increased knowledge of travel options Engagement with local transport initiatives 	Decarbonisation

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Minimise environmental impact of digital infrastructure	<ol style="list-style-type: none"> Audit current digital energy use and identify efficiencies. Implement energy-saving settings on all devices. Promote digital decluttering and responsible device use among staff and students. 	IT Lead & SLT.	<ul style="list-style-type: none"> Energy monitoring software Staff and student guidance materials 	<ul style="list-style-type: none"> Reduction in energy consumption from IT Increased awareness of digital sustainability 	Decarbonisation
Use digital tools to support climate	<ol style="list-style-type: none"> Develop online platforms for sharing sustainability resources and updates. 	IT Team.	<ul style="list-style-type: none"> Digital platforms Training for users 	<ul style="list-style-type: none"> Increased use of digital communication 	Climate education and green careers

education and communication	2. Use virtual meetings to reduce travel where possible.			- Reduced travel for meetings	
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12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build partnerships to enhance climate action	<ol style="list-style-type: none"> 1. Collaborate with local environmental organisations for projects and expertise. 2. Engage with other schools to share best practices and resources. 3. Participate in local and regional sustainability networks. 	SLT	<ul style="list-style-type: none"> - Contact lists - Time for meetings - Event participation 	<ul style="list-style-type: none"> - Number of active partnerships - Joint projects delivered - Positive feedback from partners 	Climate education and green careers
Leverage external funding and support	<ol style="list-style-type: none"> 1. Identify and apply for grants related to sustainability and climate action. 2. Use partnerships to access training and resources. 	School Business Manager	<ul style="list-style-type: none"> - Grant databases - Proposal writing support 	<ul style="list-style-type: none"> - Successful grant applications - Increased resources for climate initiatives 	Decarbonisation

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate action into school governance	1. Embed climate action priorities into school development plans and	Co-Headteachers & Governors	- Policy templates	- Climate action included in key	Decarbonisation

	<p>policies.</p> <p>2. Establish regular reporting to governors on sustainability progress.</p> <p>3. Ensure all policies reflect sustainability principles.</p>		<ul style="list-style-type: none"> - Reporting frameworks 	<p>documents</p> <ul style="list-style-type: none"> - Regular governance reviews - Clear accountability for sustainability 	
Use Climate Action Plan audit to prioritise actions	<ol style="list-style-type: none"> 1. Review audit outcomes annually. 2. Update action plan based on audit findings and feedback. 3. Communicate progress transparently to all stakeholders. 	Co-HT & SLT	<ul style="list-style-type: none"> - Audit reports - Meeting time - Communication channels 	<ul style="list-style-type: none"> - Updated Climate Action Plan published yearly - Evidence of audit-driven improvements - Stakeholder awareness of progress 	Decarbonisation

14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance school resilience to climate impacts	<ol style="list-style-type: none"> 1. Assess potential climate risks despite low local flood risk (e.g., heatwaves). 2. Develop adaptation measures such as shading, water conservation, and emergency plans. 3. Train staff and students on resilience practices. 	Site Managers & Health & Safety gov	<ul style="list-style-type: none"> - Risk assessment tools - Adaptation resources - Training materials 	<ul style="list-style-type: none"> - Completed climate risk assessment - Adaptation measures implemented - Staff and students trained in resilience 	Adaptation and resilience

Promote adaptive learning environments	<ol style="list-style-type: none"> 1. Use outdoor learning spaces to provide flexible, climate-resilient teaching. 2. Incorporate climate adaptation themes into curriculum and wellbeing programmes. 	Outdoor Learning Coordinator & Curriculum Leaders	<ul style="list-style-type: none"> - Outdoor classroom resources - Curriculum materials 	<ul style="list-style-type: none"> - Increased use of outdoor learning in varied weather - Pupil understanding of adaptation concepts 	Adaptation and resilience
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Summary

This plan reflects Hearts of the Forest School’s current strengths, such as outdoor learning and sustainability engagement, while addressing areas for development including energy auditing, curricula enhancement and travel improvements. It is designed to be as practical and feasible as possible within the school’s contextual:

1. Mixed rural limitations.
2. ‘Special’ SEMH / complex needs specific parameters and requirements.
3. Limited finances; especially its physical and staff resource levels.
4. The multiple / ever increasing requirements (including this new ‘statutory one’) placed on schools by a range of national initiatives, in addition to their core function of high quality, ‘safe’ educational special school provision.

This is a very detailed, ambitious plan that is aspirational but that may not be fully feasible, in the short term at least. Once a ‘Sustainability Lead’ is appointed (possibly 2026), this plan can be further developed by them. Although this role should be statutorily in place from September 2025, it may require further extension to achieve due to the multiple other priorities currently [successfully] being addressed by the school.