



Doubletrees School - Climate Action Plan 2026-27

1. Staff expertise

Objective	Actions	Person responsible	Success criteria	DfE Area
Build staff capacity in low-carbon practice and energy management	<ul style="list-style-type: none"> • Deliver annual CPD on energy awareness, behaviour change and simple site checks (e.g., stopping leaks, radiator valves, thermostats). • Provide targeted training for site staff on basic building fabric maintenance that reduces heat loss (e.g., draught proofing, minor roof repair flags). • Create a short staff handbook with energy-saving actions and reporting protocols. 	Site Manager with Operational manager support	<ul style="list-style-type: none"> • At least 90% of staff attend initial training within 12 months - Site staff complete checklist of building fabric measures within 6 months • Reduction in simple energy waste incidents reported 	Decarbonisation
Develop specialist knowledge for climate education delivery	<ul style="list-style-type: none"> • Identify a staff lead for climate curriculum links • Create a teacher resource bank adapted for special school learners. 	PD Assistant Headteacher PSHE lead	<ul style="list-style-type: none"> • Named lead in post • Resource bank with adapted lessons by end of year • Evidence of at least 2 curriculum sessions delivered termly 	<ul style="list-style-type: none"> • Climate education • Green careers



2. Staff/pupils

Objective	Actions	Person responsible	Success criteria	DfE Area
Encourage behaviour change among staff and young people to reduce energy and waste	<ul style="list-style-type: none"> • Run termly themed campaigns (e.g., Switch Off, Reduce Waste, Water Wise) with visual prompts suitable for special school learners. • Introduce simple classroom energy checklists • Student-friendly signage and prompts in communal areas. 	PD AHT HLTA/ Class teachers	<ul style="list-style-type: none"> • Measurable reduction in classroom energy incidents (e.g., lights left on) within one term engagement from every pathway in at least one campaign per term 	Decarbonisation
Increase pupil engagement in sustainability suited to special needs	<ul style="list-style-type: none"> • Sensory/therapeutic sessions linked to nature where possible (indoor/outdoor). • Simple monitoring activities pupils can participate in (e.g., sorting recycling, recording temperature readings with support). • Create accessible displays celebrating sustainable actions. 	PD AHT HLTA and Post 16 lead Teachers	<ul style="list-style-type: none"> • Pupils from the Discovery pathway participate in at least 3 sustainable activities per half term. • Records of pupil involvement kept and shared with parents termly 	<ul style="list-style-type: none"> • Climate education • Green careers



3. Buildings/grounds

Objective	Actions	Person responsible	Success criteria	DfE Area
Reduce energy use and improve building fabric	<ul style="list-style-type: none"> • Commission an energy audit/retrofit plan prioritising low-cost, high-impact measures (LED lighting, thermostat controls, insulation opportunities). • Undertake targeted roof cleaning/repairs (address Condition D areas) and improve loft/roof insulation where safe and feasible. • Improve draught proofing and door sealing in priority rooms. 	Site Manager; and Trust Premises	<ul style="list-style-type: none"> • Energy audit completed • Implement top 3 low-cost measures within 12 months • Improved energy rating (aim to move from C to B within 3 years) 	Decarbonisation
Improve water efficiency and sanitary facilities	<ul style="list-style-type: none"> • Refurbish toilets and changing rooms with water-efficient fittings (dual flush, flow restrictors) as part of planned works. • Implement routine legionella controls integration with refurbishment. 	Site Manager & Trust Premises Manager	<ul style="list-style-type: none"> • Refurbished facilities completed in planned phases • Lower water usage per pupil within 12 months of upgrades • Compliance records current and audited 	<ul style="list-style-type: none"> • Adaptation • Resilience



	<ul style="list-style-type: none"> • Install visual reminders for water saving in accessible formats. 			
<p>Enhance grounds safety and maximise limited green space for biodiversity</p>	<ul style="list-style-type: none"> • Improve pathways and surfaces to reduce slips/trips; add non-slip surfacing and tactile guidance where needed. • Create mini sensory garden planters, green walls or container planting to maximise biodiversity in limited space. • Prune and follow tree safety recommendations from reports. 	<p>Site Manager</p>	<ul style="list-style-type: none"> • Paths upgraded in priority areas within 12 months • At least 4 sensory planting installations in place within 9 months • Tree safety actions completed to report schedule 	<p>Biodiversity</p>



4. School lunches

Objective	Actions	Person responsible	Success criteria	DfE Area
Reduce food-related emissions and waste	<ul style="list-style-type: none"> • Work with catering provider to increase plant-based options and reduce meat portions gradually. • Introduce portion control to reduce food waste. • Implement simple food waste monitoring and composting of appropriate kitchen waste 	Catering Manager / Operations Manager	<ul style="list-style-type: none"> • Increase in plant-based meals served (target +20% in year 1) • Measurable reduction in food waste (target 10% reduction year 1) • Composting or food waste diversion in place 	Decarbonisation
Promote sustainable choices to pupils and parents	Use accessible materials to explain benefits of plant-based meals and healthy options.	Family and School Support Officer	Positive feedback from parents and pupils about menu changes - Uptake of plant-based options increases termly	Climate education and green careers



5. Curriculum

Objective	Actions	Person responsible	Success criteria	DfE Area
<p>Embed climate education adapted for a special school</p>	<ul style="list-style-type: none"> • Map climate and sustainability themes across the curriculum adapted to cognitive and sensory needs. • Develop short, accessible modules on local environment, energy, water and waste. • Use therapeutic and sensory approaches to teach biodiversity and resilience. 	<p>PSHE lead</p>	<ul style="list-style-type: none"> • PSHE Curriculum map includes sustainability outcomes for each key stage • At least one accessible module delivered per class each term • Evidence of pupil outcomes in internal monitoring 	<p>Climate education and green careers</p>
<p>Offer green careers awareness and transition support</p>	<ul style="list-style-type: none"> • Introduce simple work-related learning tied to green roles (e.g., horticulture, recycling sorting, site maintenance basic tasks). • Liaise with local supported employment providers for visits or placements. 	<p>Post 16 lead</p>	<ul style="list-style-type: none"> • At least 1 green career awareness activities annually 	<p>Climate education and green careers</p>



6. Wellbeing

Objective	Actions	Person responsible	Success criteria	DfE Area
Use nature and sustainability activities to support pupil wellbeing	<ul style="list-style-type: none"> • Integrate sensory gardening, indoor plants and nature-based activities into therapy and daily routines. • Create calm outdoor zones with seating and sensory planting. • Train staff on therapeutic uses of nature for regulation. 	Assistant Head SIT and HLTA's	<ul style="list-style-type: none"> • Regular nature-based sessions included in EHCPs/Therapy plans where appropriate • Positive wellbeing indicators (reduced incidents in participating pupils) • At least one outdoor calm zone created 	Biodiversity
Support staff wellbeing through climate action involvement	<ul style="list-style-type: none"> • Recognise staff sustainability champions in appraisal and wellbeing 	Headteacher / Operations manager	<ul style="list-style-type: none"> • Uptake of voluntary sessions by staff • Staff wellbeing survey shows positive impact from activities 	Adaptation and resilience



7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Success criteria	DfE Area
Create meaningful pupil leadership roles in sustainability	<ul style="list-style-type: none"> • Establish an accessible Eco-Council with pupil representatives from all ability groups. • Assign simple leadership tasks (monitoring recycling, announcing energy weeks). • Provide visual badges/recognition and structured meeting templates. 	Eco Lead and AHT PD	<ul style="list-style-type: none"> • Eco-Council active with representation from every class • Eco tasks recorded and acted on termly • Pupils report increased agency in school life 	Climate education and green careers
Enable peer-to-peer learning and mentoring	<ul style="list-style-type: none"> • Train older pupils as buddies to help younger peers with sustainability activities (e.g., recycling, planting). • Host pupil-led displays and assemblies about projects. 	Class teachers & School improvement leads	<ul style="list-style-type: none"> • Buddy system operating in Discovery Pathway Pupils deliver at least one pupil-led presentation per term 	Climate education and green careers



8. Procurement

Objective	Actions	Person responsible	Success criteria	DfE Area
Greener procurement and resource efficiency	<ul style="list-style-type: none"> • Update procurement policy to prioritise low-carbon, recycled and long-life products (e.g., furniture for refurbishments). • Implement a central inventory and reuse system for furniture and learning resources. • Use local contractors with sustainability credentials for maintenance and refurbishment where possible. 	Operations Manager Trust Central Team	<ul style="list-style-type: none"> • New procurement policy adopted by governors • Reduction in single-use purchases • Increased reuse of items within school 	Decarbonisation
Sustainable catering and supplier choices	<ul style="list-style-type: none"> • Require catering and cleaning suppliers to demonstrate sustainability practices in contracts. • Source locally produced food where possible. 	Trust Central team Catering Manager	<ul style="list-style-type: none"> • Contracts include sustainability clauses • Evidence of increased local/ethical supply 	Decarbonisation



9. Parents

Objective	Actions	Person responsible	Success criteria	DfE Area
Engage parents in school sustainability work	<ul style="list-style-type: none"> Send accessible termly newsletters showing actions, tips and ways parents can support at home. Invite parents to support small projects (planters, path improvements) through volunteering sessions. 	School and Family Support Officer Eco Lead	<ul style="list-style-type: none"> Parent newsletter reach >80% families termly At least 10 parents attend annual sustainability event Parent volunteers support at least 1 project per year 	Climate education and green careers
Support sustainable travel and community links	<ul style="list-style-type: none"> Promote car-sharing among families for specific trips/events. 	School Office & School and family support officer	<ul style="list-style-type: none"> Parent uptake of car-share at events monitored 	Decarbonisation



10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce emissions from school journeys	<ul style="list-style-type: none"> Encourage staff to use low-emission vehicles or pool vehicles for school business. 	Operations Manager	<ul style="list-style-type: none"> Staff travel policy 	<ul style="list-style-type: none"> Reduction in single-occupancy journeys for staff/school trips by 10% 	Decarbonisation
Ensure safe, accessible active travel options where feasible	<ul style="list-style-type: none"> Improve pedestrian routes near entrances, tactile guidance and signage (linked to path upgrades). 	Site Manager & Local Authority	<ul style="list-style-type: none"> Minor capital for signage and storage Coordination with LA for pavement improvements 	<ul style="list-style-type: none"> Improved pedestrian access measures installed in priority zones 	Adaptation and resilience



11. Digital Sustainability

Objective	Actions	Person responsible	Success criteria	DfE Area
Reduce digital carbon footprint and optimise IT use	<ul style="list-style-type: none"> • Audit IT equipment and move to energy-efficient settings (sleep mode, power management). • Rationalise devices and centralise printing to reduce energy and paper use. • Promote remote meetings for staff where appropriate to reduce travel. 	IT Lead / Operations Manager	<ul style="list-style-type: none"> • IT audit completed and power settings applied across devices within 3 months • Reduction in paper use and printing volumes by 20% year 1 • Lower server energy use (measured) 	Decarbonisation
Increase digital access for climate learning while minimising waste	<ul style="list-style-type: none"> • Use shared digital resources to reduce physical printing of curriculum materials. • Ensure end-of-life devices are recycled responsibly through council schemes. 	PSHE and curriculum leads & IT Lead	<ul style="list-style-type: none"> • Fewer printed classroom packs (target 30% reduction) • All decommissioned devices recycled responsibly 	Decarbonisation



12. Partnerships and Collaborations

Objective	Actions	Person responsible	Success criteria	DfE Area
Build local partnerships to support projects	<ul style="list-style-type: none"> • Partner with local council, environmental charities and special school networks for expertise, volunteers and funding. • Work with local composting and recycling schemes for food/green waste. • Seek offers from nearby colleges to support horticulture placements. 	Eco Lead and Post 16 lead	<ul style="list-style-type: none"> • Formal partnerships with at least 3 local organisations within 12 months • Composting contract in place 	Biodiversity
Access funding and retrofit support	<ul style="list-style-type: none"> • Apply for available DfE, LA or trust grants for energy efficiency and adaptation upgrades. • Collaborate with neighboring schools for bulk procurement or shared services (e.g., energy consultants). 	Operations manager & Trust Finance team	<ul style="list-style-type: none"> • Successful grant application(s) or inclusion in LA retrofit plan within 18 months • Cost savings from shared procurement identified 	Decarbonisation



13. Governance and Policy

Objective	Actions	Person responsible	Success criteria	DfE Area
Integrate climate and resilience in governance	<ul style="list-style-type: none"> • Adopt a school sustainability policy and an annual Climate Action Plan report to governors. • Include sustainability targets in the school development plan and link to premises improvement plans. • Regularly report progress to governors and include sustainability in risk registers. 	Headteacher & Chair of Governors	<ul style="list-style-type: none"> • Sustainability policy ratified by governors within 6 months • Climate Action Plan integrated into SDP • Termly report to governors on progress 	Decarbonisation
Ensure safeguarding and compliance in environmental works	<ul style="list-style-type: none"> • Ensure all refurbishment and grounds works meet safeguarding, accessibility and legionella requirements. • Include equality impact and safeguarding assessments in project planning. 	Operations Manager and Site manager	<ul style="list-style-type: none"> • All projects have completed compliance checks before works • No safeguarding incidents from works; records show assessments completed 	Adaptation and resilience



14. Resilience and Adaptation

Objective	Actions	Person responsible	Success criteria	DfE Area
<p>Improve site resilience to climate risks and estate deterioration</p>	<ul style="list-style-type: none"> • Prioritise refurbishment of critical building elements identified in condition survey (roof, boundaries, surfaces). • Create a phased resilience plan linking maintenance, energy efficiency and safeguarding upgrades. • Regular structural monitoring (crack monitoring) with clear escalation protocols. 	<p>Operations Manager and Site Manager & Trust Estates</p>	<ul style="list-style-type: none"> • Roof and boundary priority works scheduled and started within 12 months • Resilience plan agreed and resourced • Structural monitoring logs maintained and actions taken as needed 	<p>Adaptation and resilience</p>
<p>Prepare for continuity of education in disruptions</p>	<ul style="list-style-type: none"> • Update a continuity plan for severe weather, building faults or utility interruptions (including accessible communication strategies for parents and staff). • Ensure critical therapy equipment has back-up power arrangements or contingency plans. • Stockpile or have access agreements for essential 	<p>Site manager</p>	<ul style="list-style-type: none"> • Continuity plan in place and tested annually • Contingency plans for critical equipment activated during any incident • Clear communications used in at least one simulated exercise per year 	<p>Adaptation and resilience</p>



	supplies (e.g., hygiene materials) to maintain operations during supply disruption.			
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