



## Castle Donington College - Climate Action Plan 2025-26

**Sustainability Lead: Vickie Beeby (Principal)**

### 1. Staff Expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Enhance staff knowledge on sustainability and climate action	<ol style="list-style-type: none"> <li>1. Ongoing subject-specific CPD sessions focused on sustainability topics and climate change impacts.</li> <li>2. Share updates on best practice in energy efficiency and waste reduction.</li> <li>3. Encourage staff participation in external sustainability training or webinars.</li> </ol>	Sustainability Lead / SLT / Curriculum Leaders	<ul style="list-style-type: none"> <li>- Access to expert speakers or online platforms</li> <li>- Time allocated for training</li> </ul>	<ul style="list-style-type: none"> <li>- Staff demonstrate increased confidence in embedding sustainability in their roles.</li> <li>- Sustainability practises visibly integrated into daily routines.</li> </ul>	Climate education and green careers
Develop staff skills in renewable energy and energy management	Provide training on energy monitoring and management systems.	Operations Manager / EMET Central Team	<ul style="list-style-type: none"> <li>- Training materials</li> <li>- External expertise if needed</li> </ul>	<ul style="list-style-type: none"> <li>- Staff able to identify energy saving opportunities.</li> <li>- Increased staff</li> </ul>	Decarbonisation



				engagement in energy-related initiatives.	
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## 2. Staff/Pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Foster a culture of sustainability among pupils and staff	1. Sustainability themed assemblies 3. Promote sustainable behaviours such as switching off lights and reducing waste.	SLT / Heads of Year	- Assembly time - Incentives or recognition schemes	- Observable reduction in energy and resource waste. - Positive feedback from pupils and staff on sustainability culture.	Climate education and green careers
Increase pupil engagement in sustainability initiatives	1, Involve pupils in monitoring energy and waste. 2. Encourage pupil-led campaigns on recycling and energy saving.	Curriculum Leaders / School Council	- Meeting space - Monitoring tools -	- Measurable improvements in recycling rates. - Pupil-led campaigns successfully run and recognised.	Climate education and green careers



### 3. Buildings/Grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
<p>Improve energy efficiency and reduce carbon footprint of buildings</p>	<ol style="list-style-type: none"> <li>1. Investigate feasibility of renewable energy installations (e.g., solar panels).</li> <li>2. Upgrade insulation and heating controls in older parts of the building.</li> <li>3. Continue use and maintenance of LED lighting and sensors.</li> </ol>	<p>Operations Manager / EMET Central Team</p>	<ul style="list-style-type: none"> <li>- External consultancy for renewable energy feasibility</li> <li>- Budget for upgrades</li> </ul>	<ul style="list-style-type: none"> <li>- Reduction in energy consumption year-on-year.</li> <li>- Maintenance records showing LED system efficiency.</li> </ul>	<p>Decarbonisation</p>
<p>Enhance green space and biodiversity on site</p>	<ol style="list-style-type: none"> <li>1. Maintain and expand mature woodland biodiversity initiatives.</li> <li>2. Develop the smaller garden area as a sustainability and biodiversity resource.</li> <li>3. Maintain pollinator-friendly habitats where possible.</li> </ol>	<p>Operations Manager / SLT</p>	<ul style="list-style-type: none"> <li>- Plants and materials</li> <li>- Gardening tools</li> <li>- Expertise from local environmental groups</li> </ul>	<ul style="list-style-type: none"> <li>- Increased biodiversity indicators (e.g., pollinators counted).</li> <li>- Garden area used for outdoor learning.</li> <li>- Positive pupil and staff engagement with green spaces.</li> </ul>	<p>Biodiversity</p>



#### 4. School Lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote sustainable and healthy food choices	1. Reduce food waste through portion control and awareness campaigns. 2. Introduce more plant-based meal options. 3. Educate pupils on sustainable food choices.	Leicestershire Traded Services / PD Lead	- Supplier engagement - Food waste tracking tools - Educational materials	- Increased percentage of local/seasonal food served. - Measurable reduction in food waste. - Positive pupil feedback on menu changes. - Increased uptake of plant-based meals.	Decarbonisation



## 5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Further develop sustainability curriculum with onsite fieldwork	<ol style="list-style-type: none"> <li>1. Integrate more practical sustainability projects across Humanities, Design, and Science.</li> <li>2. Use outdoor spaces (woodland and garden) for regular fieldwork.</li> <li>3. Develop cross-curricular projects focused on local environmental issues.</li> </ol>	Heads of Humanities, Design, Science / Other Curriculum Leaders	<ul style="list-style-type: none"> <li>- Curriculum planning time</li> <li>- Outdoor learning resources</li> <li>- Field equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of lessons involving onsite fieldwork.</li> <li>- Positive pupil engagement and learning outcomes.</li> <li>- Cross-curricular sustainability projects completed annually.</li> </ul>	Climate education and green careers
Embed climate change and green careers education	<ol style="list-style-type: none"> <li>1. Introduce career talks and workshops related to green industries.</li> <li>2. Highlight links between curriculum content and climate action.</li> <li>3. Provide resources for pupils to explore climate-related career pathways.</li> </ol>	Careers Lead / Sustainability Lead	<ul style="list-style-type: none"> <li>- Guest speakers</li> <li>- Career resources</li> <li>- Time for workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Number of green careers events held.</li> <li>- Increased pupil awareness of climate-related careers.</li> <li>- Positive pupil feedback on relevance of curriculum.</li> </ul>	Climate education and green careers



## 6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote wellbeing through connection with nature	<ol style="list-style-type: none"><li>1. Encourage use of outdoor spaces for PE and wellbeing activities.</li><li>2. Develop mindfulness and wellbeing sessions in green spaces.</li><li>3. Promote active travel to support mental and physical health.</li></ol>	PE Lead / Wellbeing Coordinator / Operations Manager	<ul style="list-style-type: none"><li>- Outdoor equipment</li><li>- Staff training in outdoor wellbeing</li><li>- Communication materials</li></ul>	<ul style="list-style-type: none"><li>- Increased use of outdoor spaces for wellbeing.</li><li>- Positive pupil wellbeing survey results.</li><li>- Increased active travel participation.</li></ul>	Adaptation and resilience



## 7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Empower pupils to lead sustainability initiatives	1. Establish a pupil sustainability leadership team within the School Council 2. Provide training and support for pupil leaders. 3. Involve pupils in decision-making on sustainability projects. 4. Recognise and celebrate pupil leadership achievements.	SLT	- Training materials - Meeting space - Recognition system	- Active pupil leadership team meeting regularly. - Pupil-led initiatives implemented. - Increased pupil voice in sustainability decisions. - Positive recognition of pupil contributions.	Climate education and green careers



## 8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed sustainability criteria in procurement decisions	<ol style="list-style-type: none"><li>1. Prioritise suppliers with sustainable practises.</li><li>2. Reduce single-use plastics and non-recyclable materials in purchases.</li><li>4. Monitor and report on sustainable procurement progress annually.</li></ol>	Operations Manager / EMET Procurement Team	<ul style="list-style-type: none"><li>- Supplier information</li><li>- Monitoring tools</li></ul>	<ul style="list-style-type: none"><li>- Increased percentage of sustainable suppliers.</li><li>- Reduction in single-use plastic purchases.</li><li>- Annual procurement sustainability report produced.</li></ul>	Decarbonisation



## 9. Parents/ Community

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents and community partners in school sustainability efforts	1. Communicate sustainability goals and progress via newsletters and website. 2. Provide tips and resources for parents on supporting climate action.	SLT	- Educational resources	- Increased parent awareness of school's climate action. - Positive feedback from parents. - Evidence of sustainable behaviours at home.	Climate education and green careers



## 10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote sustainable travel options for pupils and staff	1. Encourage use of public transport through information and incentives. 2. Develop and promote safe walking and cycling routes. 3. Encourage car sharing	Operations Manager	- Travel survey tools - Promotional materials - Incentive schemes	- Increased percentage of pupils/staff using sustainable travel. - Reduction in single-occupancy car journeys. - Improved air quality indicators near school.	Decarbonisation



## 11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint	<ol style="list-style-type: none"><li>1. Promote energy-saving settings on school devices.</li><li>2. Encourage responsible printing and paper use.</li><li>3. Review and optimise digital infrastructure for energy efficiency.</li><li>4. Provide training on sustainable digital practises.</li></ol>	IT Manager / Sustainability Lead	<ul style="list-style-type: none"><li>- IT policies</li><li>- Training materials</li><li>- Monitoring software</li></ul>	<ul style="list-style-type: none"><li>- Reduced energy consumption from IT equipment.</li><li>- Decrease in paper and printing volumes.</li><li>- Staff and pupils demonstrate sustainable digital behaviours.</li><li>- Energy-efficient IT infrastructure implemented.</li></ul>	Decarbonisation



## 12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build partnerships to enhance sustainability efforts	1. Collaborate with local environmental organisations for expertise and resources. 2. Partner with nearby schools to share best practice. 3. Engage with local authorities on sustainability initiatives. 4. Seek external funding and grants for projects.	Sustainability Lead	<ul style="list-style-type: none"> <li>- Contact networks</li> <li>- Time for meetings</li> <li>- Grant application support</li> </ul>	<ul style="list-style-type: none"> <li>- Established partnerships with at least 3 external organisations.</li> <li>- Joint projects or events held.</li> <li>- External funding secured.</li> <li>- Shared resources and knowledge with partner schools.</li> </ul>	Climate education and green careers



### 13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate action in school governance	1. Regularly report progress to Governors and stakeholders.	Principal / Governors /	<ul style="list-style-type: none"> <li>- Meeting time</li> <li>- Reporting tools</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainability targets integrated into school plans.</li> <li>- Regular progress reports published.</li> <li>- Clear accountability established.</li> </ul>	Decarbonisation
Ensure compliance with environmental regulations and standards	<ul style="list-style-type: none"> <li>1. Monitor compliance with waste, energy, and environmental legislation.</li> <li>2. Conduct annual environmental audits.</li> <li>3. Update policies as regulations evolve.</li> </ul>	Operations Manager / Site Manager	<ul style="list-style-type: none"> <li>- Audit tools</li> <li>- Legal updates access</li> <li>- Staff training</li> </ul>	<ul style="list-style-type: none"> <li>- No breaches of environmental regulations.</li> <li>- Annual audit reports completed.</li> <li>- Policies kept up to date.</li> </ul>	Adaptation and resilience



## 14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase school resilience to climate impacts	1. Assess risks related to extreme weather and flooding (noting low local flood risk). 2. Develop contingency plans for heatwaves and other climate-related events. 3. Improve building maintenance to withstand climate stresses. 4. Educate staff and pupils on climate adaptation measures.	Site Manager / Health & Safety Lead	<ul style="list-style-type: none"> <li>- Risk assessment tools</li> <li>- Emergency planning resources</li> <li>- Training materials</li> </ul>	<ul style="list-style-type: none"> <li>- Risk assessments completed and reviewed.</li> <li>- Contingency plans in place and tested.</li> <li>- Staff and pupils aware of adaptation protocols.</li> <li>- Building maintenance records reflect resilience improvements.</li> </ul>	Adaptation and resilience

This plan is designed to be practical and achievable for Castle Donington College, leveraging existing strengths such as curriculum coverage and outdoor space use, while addressing key development areas like waste recycling and renewable energy investigation. Each action area aligns with relevant DfE priorities to support the school's journey toward sustainability and climate resilience.