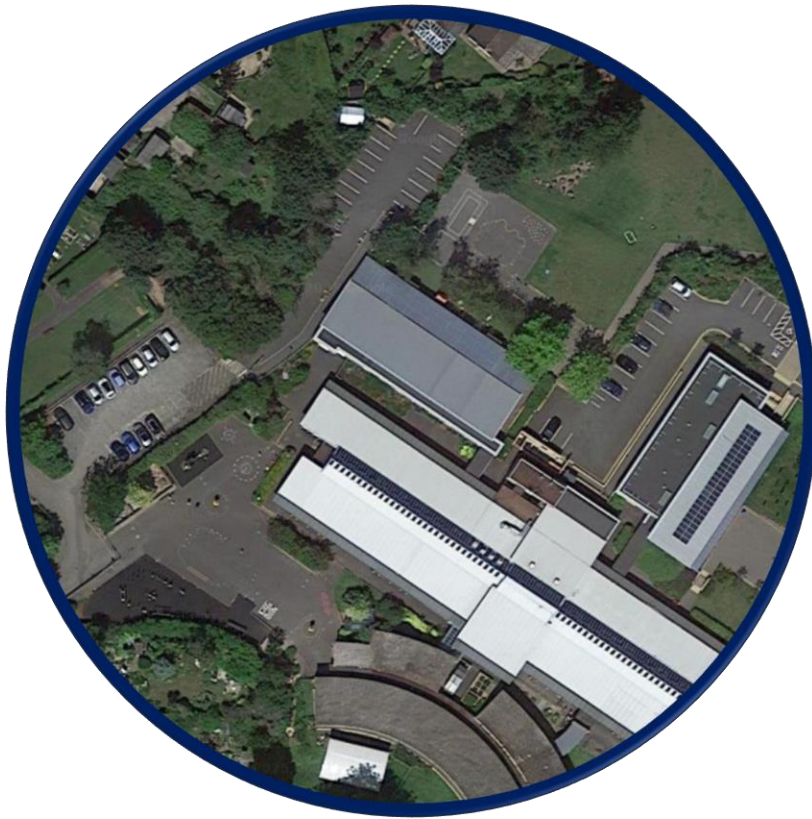




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# SUSTAINABILITY AND CLIMATE CHANGE: A CLIMATE ACTION PLAN FOR HOOK INFANT SCHOOL

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Hook Infant School recognises that sustainability and climate change are important topics that should be addressed to the benefit of not only its governance and day to day operations but also to the education of its pupils.

This document discusses sustainability principles, topics, strategies and makes recommendations for the school to consider, in order to achieve its goals, and to also align with the Department of Education's Policy paper on Sustainability and climate change: a strategy for the education and children's services systems, that was published 21 April 2022.

Charles Ingram and Peter West

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## 1. Sustainability Overview

Sustainability is typically thought of as consisting of three key pillars that need to be in balance, in order for the overall system to be sustainable; Social Factors, Economic factors and Environmental factors, also known known as the three P's of People, Profit and Planet.

The UN has recognised for some time, that the planet is in a triple planetary crisis [1] because our overall system is not in balance and thus not sustainable. The triple planetary crises are defined as climate change, pollution and biodiversity loss, all of which are intrinsically linked to one another and all of which are impacting each sustainability pillar, but particularly the Environmental factors pillar.

When addressing Sustainability concerns many corporations link their strategy to the UN 17 Sustainable Development Goals (SDGs), which all UN nations (including the UK government) signed as "a shared blueprint for peace and prosperity for people and the planet, now and into the future" [2]. These are given in Appendix 1, and the school may wish to link their strategy to a number of these.

Having identified which SDGs to align to, corporations typically strategize the next level down from these. Within the Environmental pillar and in order to address the triple planetary crises, these typically fall into three main areas; Reducing Greenhouse Gas emissions, Enhancing Biodiversity, implementing the principles of the Circular Economy.

There is a wealth of information to be found on the topic of sustainability and these areas which are beyond the scope of this document but an overview of the basics will help the Reader understand the approach taken and provide some context as to its direction.

As a final point, the UN has described sustainable development as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." Development in all areas of life is fundamental to growth and this quote is particularly important when recognising a school's primary function is to grow and educate the future generations, that will have those future needs.



<https://inletkeeper.org/2020/12/08/people-planet-and-profits-pillars-for-building-sustainable-equitable-food-systems/>

## 2. Scope of this document

The scope of this document is bounded by:

1. Addressing the Environmental factors of Sustainability.
2. The boundary of Hook Infant school and the people that work within it.
3. Those topics within the Department for Education Sustainability and climate change: a strategy for the education and children's services systems, policy paper (henceforth known as the DfE SCCP). [3]
4. Those topics within the Department for Education: Sustainability leadership and climate action plans in education, guidance document published in May 2023 (henceforth known as the DfE SLCAP). [4]

## 3. Summary Review of the DfE policy and other useful Documents

This section will provide an overview of the key takeaways from the DfE SCCP, DfE SLCAP and Governorhub's overview of them [5], in order to give a contextual foundation for the recommendations made in the next section of this report.

The DfE SCCP states the following vision and aims:

*Vision: the United Kingdom is the world-leading education sector in sustainability and climate change by 2030.*

*In England, we will achieve this through the following strategic aims:*

1. *Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.*
2. *Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.*
3. *Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.*
4. *A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.*

The DfE SCCP is split into 5 Action Areas: Climate education, Green skills and Careers, Education Estate and Digital Infrastructure, Operations and Supply Chains, International.

Part of the DfE SLCAP recommends school settings to create a climate action plan covering the four following areas:

1. *decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient.*
2. *adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating*
3. *biodiversity, for example engaging with the National Education Nature Park and enrolling in the Climate Action Award*
4. *climate education and green careers, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this.*

GovernorHub has released a very useful summary of the strategy, and also provides some of the anticipated DfE timelines to implement it.

Overall, the DfE documents provide limited quantitative targets and most of these are around Net Zero, which the UK government has legally signed up to achieve by 2050. The DfE has already mandated tertiary Settings to calculate their carbon footprint, and expects to roll out the targets it will set across all educational settings for a Net Zero transition, in 2025. The DfE targets reflect their ambition to “play[s] our part in reducing public sector emissions against a 2017 baseline” of 50% by 2032 and 75% by 2037.

The DfE has more of a qualitative approach to many areas. A large portion of the documentation elaborates on education of students on sustainability and climate change topics, with expectations differing according to the educational setting or age of the student. Reduction of Greenhouse gas emissions, Enhancing Biodiversity and the Circular Economy have been proposed as topics of interest at all levels of education as well as focus of the setting itself.

The policy also highlights the expectation of “Leadership by schools”, not only by focussing on the education of pupils around sustainability and climate change, but also by giving direction to the sustainable ways in which schools should operate. The topics of new school infrastructure and information technology feature particularly here but all material resource is included when discussing material life cycles, procurement of material resources and disposal of waste. The Circular Economy is highlighted as an opportunity within the school’s operations.

Another topic frequently mentioned is the objectives for adaptation to climate change and the risks it poses. The DfE expects to provide guidance on how schools will have to assess and adapt to the increasing risks of floods, heat and water scarcity brought on by climate change.

Food is another key area of the policy, with the discussion of ensuring sustainable food practices and reducing food waste are actively pursued in the short term, linking into Carbon reducing, Biodiversity enhancing and Circular Economy practices.

There are also a number of statements around how the DfE will support school settings by, for example, educating staff on climate literacy, best practices, releasing documentation and guidance on approaches, setting targets and supporting staff on how to measure and manage approaches to sustainability and climate change. Indeed, they even mention the importance of each setting nominating a Sustainability Lead to support DfE expectations and drive practices through the setting.

The DfE has already developed some of its sustainability approach and guides the reader as to its focus areas, however the full detailed Sustainability strategy is not yet completed, and clearer quantitative targets are expected to be issued across a range of sustainability areas in the coming year or so.

## 4. Climate Action Plan

The school will use this document as its ongoing Climate Action Plan and the following focus areas will break down the four main targets of the DfE SCCP to help us to better plan our actions. The School Council have identified the key targets to be included and the leadership “Green Team” will add any additional actions.

1. Decarbonisation and energy efficiency (Net Zero)
  - a. Energy: Behaviour change
  - b. Energy: Buildings and infrastructure
  - c. Procurement
  - d. Food
  - e. Waste
  - f. Transport
2. Adaption and resilience: Recognising the risks climate change poses and preparing and preparing the school for climate change
  - a. Culture and commitment (making sure that we embed values and procedures throughout the school)
  - b. School estate
  - c. Water
3. Biodiversity: Building on current practices around enhancing Biodiversity on the school estate for current and future generations
  - a. Nature/wildlife
  - b. Habitats and connectivity
  - c. Gardening
4. Education: Educating pupils on sustainability and climate change.
  - a. Climate education
  - b. Curriculum
  - c. Green skills

These focus areas cover all of the areas that the DfE SCCP discusses, as well as creating a more general approach to sustainability, that will allow the school to remain flexible should the DfE alter some specific detail to its approach in the future. While the school has already made some progress prior to the DfE SCCP, these have been largely limited to specific groups, (School Council, Wild Things after school club, etc), there have been some whole school actions such as Plastic Free Schools (reducing consumer single use plastic - CSUP) and recycling. This climate action plan will bring together targets from the ‘Our Green School’ school development plan as well as introducing new aspirational targets to enhance, enthuse and empower staff, students and the local community.

# 1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

Focus Area: Energy – Behaviour Change					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Restart the school's "Turn me off" campaign. Pupils in the School Council to make the signs	Start 22/04/25 Review Summer 2	FC, PW, Whole school	Focus the campaign at pupils, reminding them to turn off screens, lights (and taps) when not being used. An extension could be to turn devices off fully rather than leaving on standby for long periods.	
26/03/2025	Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows	Start 22/04/25 Review Sept 25	PW, Whole school		

Focus Area: Energy – Buildings & Infrastructure					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Sign up to and calculate the school's carbon footprint using <a href="http://www.countyourcarbon.org">www.countyourcarbon.org</a>	Start 22/04/25 Review Sept 25	Green Team	This will provide a baseline for us to test our actions against.	
26/03/2025	Audit LED lighting across the school and identify potential areas for upgrading lighting when repairs or system changes occur.	Start 22/04/25 Review Sept 25	CC, JL	Funding is not currently available for "spend to save" technologies. This action will identify areas for improvement which could potentially be met during standard repairs or HCC infrastructure upgrades.	
14/05/2025	Ensure the caretaker is effectively trained to optimise the BMS to set the system appropriately in the evenings, weekends and school holidays, when the building may be out of use	Sept 25	CC, JL	Energy Sparks recommend classrooms at 18°C and suggest that most systems only need to be on from 6am-1pm and then the residual heat does the job.	

Focus Area: Procurement					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Factor in energy efficiency when buying new electrical equipment eg, fridges, toasters & IT kit and consider sustainability in estate/building projects	Start 22/04/25 Review Ongoing	JL, PW, whole school where applicable	Use energy rating of devices to guide purchases of electrical goods, certified sustainable timber/materials for projects and BREEAM credits for new builds	<b>Split into two targets ELEC/MATS</b>

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Focus Area: Transport					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Conduct a staff and pupil travel survey	Start Summer 2 Review Sept 25	PW, Whole school	Use Parentmail to create a survey form to record types of travel, distance and any other relevant factors to aid carbon footprint mapping	

Focus Area: Waste					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Plan education around recycling as part of assemblies and whole school	Start Summer 25 Review Sept 25	Green Team, whole school	Review existing practices and recycling streams and plan in any changes, lesson plans and activities. Aim to have this ready for Sept 2025	
26/03/2025	Contact our waste provider, Suez, to ensure compliance with the new regulations starting from 31 <sup>st</sup> March 2025 <a href="http://www.gov.uk/guidance/simpler-recycling-workplace-recycling-in-england">www.gov.uk/guidance/simpler-recycling-workplace-recycling-in-england</a>	Start Now! Review Sept 25	CC, JL	Evaluate how the changes affect us directly as a school and plan how to educate and meet these regulations.	

## 2. Climate Adaptation and Resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

Focus Area: School Estate					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Plant a new mini orchard in the plot of land between the main building and Year R	Start Summer 1 Review ongoing	DG, PW	Planting trees in front of windows will help to reduce the risk of overheating as our summers get warmer. There is also an overlap with this action under the <b>Biodiversity: Gardening/Education: Green skills</b> focus area	
26/03/2025	Identify areas within the school grounds to set up gazebos to create more shade from the sun for pupils and staff when involved in outdoor tasks or play.	Start 22/04/25 Review Summer 2	Green Team		



Focus Area: Water					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Follow up on measures to increase resilience to flooding	Start Summer 1 Review Summer 2	CC, JL	Check with HCC on current status of flood investigation, repairs and future risk mitigation	
26/03/2025	Raise awareness around water consumption, efficiency and taps being turned off promptly via posters, assemblies and the “Turn me off” campaign	Start Summer 1 Review Summer 2	Green Team	Linked to the “Turn me off” campaign which overlaps with the <b>Decarbonisation: Energy – Behaviour Change</b> Focus area	

Focus Area: Culture and Commitment					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Subscribe to receive Heat/Cold Health Alerts <a href="#">Weather-Health Alerting system registration form</a>	Start 22/04/25 Review Summer 2	PW, JL	The Weather-Health Alerting system, managed by UKHSA/Met Office, underpins the Adverse Weather and Health Plan.	
26/03/2025	Develop a communication strategy using existing means that shares the school’s sustainability goals and achievements more widely	Start Summer1 Review Summer 2	Green Team, KM	Use existing social media platforms, Sway and Parentmail in a more structured way to share our goals, activities and achievements more effectively	

### 3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

Focus Area: Gardening					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Establish a gardening club	Start Summer 1 Review Summer 2	DG, CC	Check with HCC on current status of flood investigation, repairs and future risk mitigation. There is also an overlap with this action under the <b>Education: Green skills</b> focus area	
26/03/2025	Create a MyMap interactive habitat map, including interpretation, photos and links to help create an overview of our projects and to identify gaps or opportunities	Start Summer 1 Review Summer 2	PW	This would also link to the <b>Adaption and resilience: Culture and commitment</b> focus area	



## 4. Climate Education, Green Skills and Green Careers

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

Focus Area: Curriculum					
Date	Action	Timeframe	Stakeholders	Notes	Tracker
26/03/2025	Survey staff on how they feel about teaching sustainability issues and climate change	Start Summer 1 Review Sept 25	Green Team	Use Parentmail to create a survey form for curriculum staff	
26/03/2025	Share best practices among staff and pupils	Start Summer 1 Review Summer 2	Green Team	This would also link to the <b>Adaption and resilience: Culture and commitment</b> focus area	

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- [1] U. Nations, "What is the Triple Planetary Crisis?," 2022. [Online]. Available: <https://unfccc.int/news/what-is-the-triple-planetary-crisis>.
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- [3] D. f. Education, "DfE Policy Paper," December 2023. [Online]. Available: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>.
- [4] D. f. Education, "Guidance," May 2023. [Online]. Available: <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education>.
- [5] GovernorHub, "Sustainability and climate change:summary of the DfE's Strategy," 2022.

### Definitions

Word	Definition
<b>Carbon Emissions</b>	Gaseous emissions released to the atmosphere that include the element Carbon
<b>Green House Gas (GHG)</b>	<p>A gas that will absorb the wavelengths of radiation that a planet emits and so when the gas is released into the atmosphere it contributes to the heating of the planet by creating a greenhouse effect. The IPCC recognises 6 main groups of GHG's:</p> <ol style="list-style-type: none"> <li>1. Carbon Dioxide (CO<sub>2</sub>)</li> <li>2. Methane (CH<sub>4</sub>)</li> <li>3. Nitrous Oxide (N<sub>2</sub>O)</li> <li>4. CFC's</li> <li>5. HCFC's</li> <li>6. HFC's</li> </ol> <p>The higher the chemical appears in the above list the more prevalent it is in the earth's atmosphere but the least potent it is.</p>
<b>Biodiversity</b>	The variety of plant and animal life in the world or in a particular habitat.
<b>Circular Economy</b>	A system based on the reuse and regeneration of materials or products, especially as a means of continuing production in a sustainable or environmentally friendly way.
<b>Net Zero</b>	The target of a particular individual, organization, or community to not produce GHG's during its activities or to capture and convert all its GHG emissions before they are released to the atmosphere.
<b>Carbon Neutral</b>	The target of a particular individual, organization, or community to engage themselves or others in activities that will absorb the amount of carbon-based gas emissions they release to the atmosphere.
<b>Decarbonisation</b>	To reduce and remove all carbon gas emissions from a particular individual, organization, or community's activities.
<b>Carbon Footprint</b>	A measure of the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.
<b>BREEAM credits</b>	A credit system which allows a building project to be assessed for its sustainability.
<b>Consumer Single Use Plastic (CSUP)</b>	A consumer single use plastic has been defined by crown commercial services to: <i>include anything made wholly or partly of plastic and is typically intended to be used just once and/or for a short period of time before being disposed of.</i>

## Appendix 1: “Green Team”: Our sustainability leadership

To oversee our sustainability journey on a strategic level, we have created a “Green Team” to oversee and monitor our sustainability journey. We have brought together senior leader leadership, teachers and support staff, with pupil input primarily from the School Council, but also including comments from the gardening club and the school’s wildlife club “Wild Things”. For example:

- the priority of targets included in this plan were put forward by staff, Wild Things, gardening club and partner organisations
- the children in the School Council voted on which targets to prioritise
- These were then approved by the Green Team

### **Green Team: Staff areas of responsibility:**

Adaption: Recognising the risks climate change poses and preparing and adapting the school for climate change

- Mrs Walker: Headteacher
- Mrs Hannan: Deputy Head, Mental Health Lead
- Mrs Lodder: Business Manager
- Mr West, Sustainability Lead
- Mr Campbell: Caretaker

Biodiversity: Enhancing Biodiversity on the school estate and to create opportunities for natural history education

- Mrs Greatrex: Outdoor Learning Lead, Gardening Club, Wild Things
- Mr West, Sustainability Lead, Wild Things
- Mr Campbell: Caretaker, Gardening Club

Circular Economy: Implementing approaches that promote a Circular Economy of material resources, recycling etc

- Mrs Lodder: Business Manager
- Mr West, Sustainability Lead
- Mr Campbell: Caretaker

Education: Educating pupils on sustainability, climate change and biodiversity/natural history

- Miss Taylor: Science Lead, National Education Nature Park
- Mrs Butler: PE Lead
- Mrs Cox: PSHE Lead, School Council
- Mrs Greatrex: Outdoor Learning Lead, Gardening Club, Wild Things
- Mr West, Sustainability Lead, Wild Things

Net Zero: Aiming for Net zero by 2050 or another carbon-based target aligned to a DfE Target.

- Mrs Walker: Headteacher
- Mrs Hannan: Deputy Head, Mental Health Lead
- Mrs Lodder: Business Manager
- Mr West, Sustainability Lead
- Mr Campbell: Caretaker

## Appendix 2: Organisations we are working with

Fleet Scoop/Hart Eco Action Team  
Hampshire & IoW Wildlife Trust (Wilder School)  
Hampshire & IoW Amphibian & Reptile Group  
Hampshire Countryside Services (Parish Pollinator Pledge)  
Hampshire Gardens Trust  
Hampshire Outdoor Learning hub  
Hart District Council (Climate Team)  
Hook Parish Council  
Hook Shed  
Learning Through Landscapes  
Let's Go Zero  
Prickle Lodge Hedgehog Hospital  
Rally Rewild  
Schools Environmental Education Network (SEEN)  
Surfers against Sewage (Plastic Free Schools Award)  
Thames Basin Heath Partnership  
Wilder Hook  
Woodland Trust (Green Tree Award)



We apologise if we have left anyone out!

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## Appendix 3: The UN Sustainable Development Goals

These are the 17 UN Sustainable Development Goals - a shared blueprint for peace and prosperity for people and the planet, now and into the future:



UN Sustainable Development goals website

<https://sdgs.un.org/goals>