



Brighton Hill Community School

Climate Action Plan 2026-2027

A key initiative of DfE's [sustainability and climate change strategy for education](#) is 'sustainability leadership and climate action plans'. The strategy states that "by 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan", with a climate action plan being defined as a "detailed plan to enable your education setting, or trust, to progress or commence sustainability initiatives".

BHCS approach:

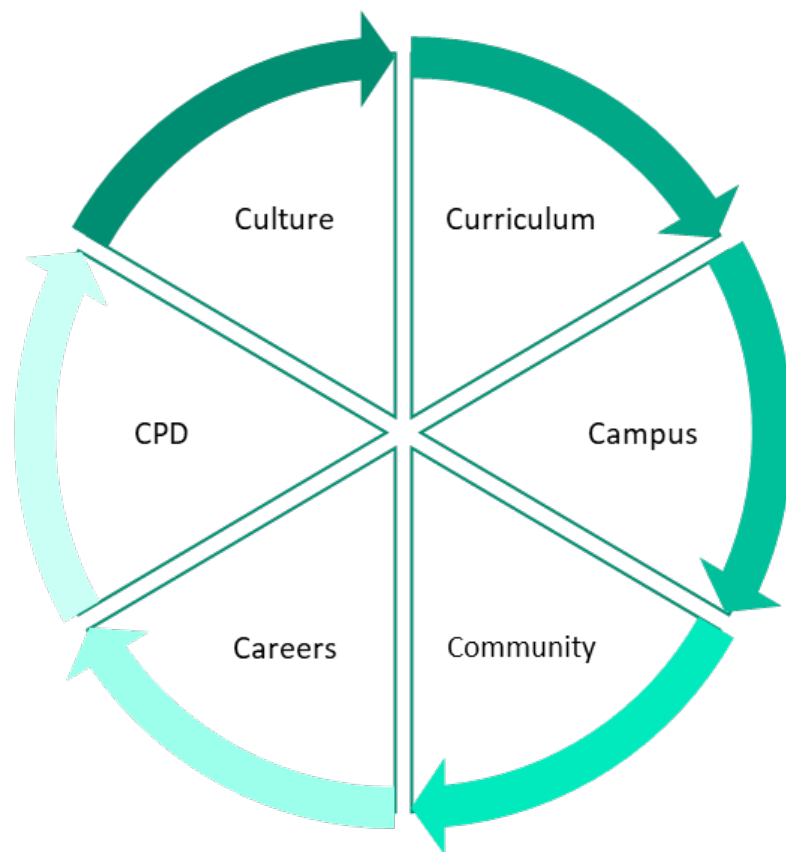
Leaders at Brighton Hill Community School are committed to adopting a rigorous, whole-school approach to climate action and believes its Climate Action Plan (CAP) will create a structured, strategic route toward ensuring higher levels of sustainability and education about climate action and ecology within the school and the wider community.

In line with DfE recommendations, the following areas appear as key strands that run throughout the Climate Action Plan, with each specific action point referencing the intended key strand(s) that are being addressed:

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 developing the number of green spaces and ecosystems)

4. **Climate education and green careers** (such as providing a knowledge-rich and comprehensive climate curriculum).

In addition, and to provide further structure to the approach taken, the CAP will follow the guidance from the [National Governors Association](#) by adopting the '6 Cs' model. In this approach, each of the following headings will form a sub section of the CAP through which the above overarching focus areas will be addressed:



Culture – the way things are done:

- The way things are done at all levels of a school/trust is reflective of your vision and values. If environmental sustainability sits within this, your everyday practices and larger decisions will demonstrate care and respect for the environment.

Curriculum - teaching and learning:

- As climate change affects many aspects of daily life, climate education should extend beyond Science and Geography.

Community - working together inside and outside school:

- Community refers to how the school fosters a united approach to environmental sustainability, both within the local community and the school community itself.

Campus - buildings, energy and grounds:

- This encompasses all aspects of school buildings and grounds. Energy usage will likely already have been considered, but there are other aspects which can positively benefit your school/trust.

Careers - qualifications and work experience:

- Supporting young people to make informed choices about their future is an important responsibility for schools and their governing boards. With future green careers on the horizon, this is an area both primary and secondary schools should prioritise.

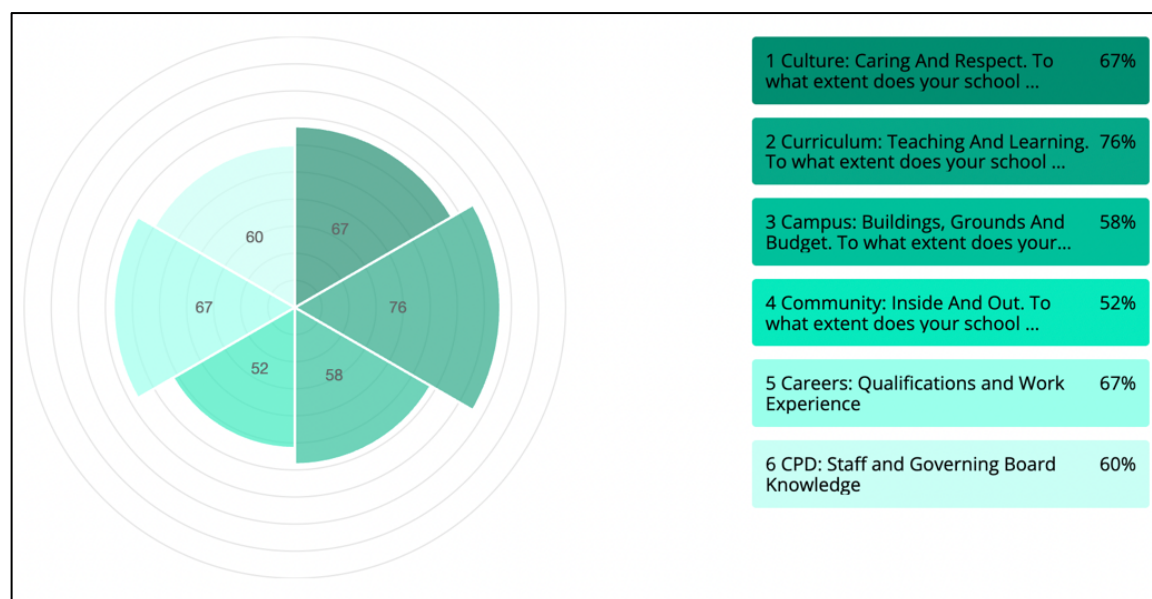
CPD - staff and governing board knowledge:

- Governing boards, senior leaders and teachers need to be equipped with the skills to deliver on improving environmental sustainability. This includes providing the capacity and budget to do so.

To ensure the CAP is a continuous, meaningful part of the Brighton Hill's ongoing development, an annual [Environmental Sustainability Audit](#) will be completed by the nominated Sustainability Lead (Mr A Flowers). This will highlight progress and further areas of development within the 6 Cs model. This will then form the basis of the CAP for the coming academic year and allow a continued drive towards achieving higher levels of sustainability and climate awareness within our community.

Analysis of the 2025-26 Audit:

This year's audit shows continued progress in these key areas, mapped below across the 6 Cs:



Across all areas, there has been progress made towards ensuring 'established' processes are in place. For this previous year, the most notable changes have been in 'Community' and 'Culture' (for a second year running). This is reflective of the work of the #GreenArmy (or Eco Council) who have undertaken the Eco Schools framework to drive forward a whole-school development plan.

Despite the progress in this area, category of 'Community' continues to be the lowest ranked of the 6 Cs, highlighting the continued need for development in this regard. The

'Campus' category also ranks lower than others given the unavoidable constraints to the extent of the change achievable in a functioning mainstream secondary school, but the Eco Schools action plan has shown a clear path towards further improvement in this area.

The full July 2026 audit can be accessed here: <https://www.brightonhill.org/attachments/download.asp?file=531&type=pdf>

Climate Action Plan, 2026-2027:

Key strands:

1. Decarbonisation
2. Adaptation and Resilience
3. Biodiversity
4. Climate Education and Green Careers

1. Culture			
The way things are done at all levels of a school/trust is reflective of your vision and values. If environmental sustainability sits within this, your everyday practices and larger decisions will demonstrate care and respect for the environment.	Action to secure impact	Key strand addressed	Intended evidence of impact.
	Publishing of CAP on dedicated page of the school website.	4	- Increased awareness of climate action in staff/student survey. - Improve culture of biodiversity and sustainability (i.e., lower levels of litter).
	Creation of student survey questions to assess progress against previous CAP.	1, 2, 3, 4	- Evidence of survey completion.
	Embedding the learning from the Cross Curricular meetings (25/26) to ensure sustainability is continually seen as a key theme across subjects.	4	- Evidenced in T&L/CPD schedules, and in SoL and student progress. - Evidence of adaptations to subject curriculums. - Evidence of increased profile of climate and sustainability issues/action around school.
	Environmental sustainability to be key consideration of strategic decisions within SIP.	1, 2, 3, 4	- Evidence of sustainability / climate action in strategic documents. - Evidence of sustainability / climate action in middle and senior leader meetings. - Sustainability to have high profile among senior and middle leaders.
	Ensure all sustainability documents (PowerPoints, strategy documents,	1, 4	- Evidence of documents.

	newsletter articles etc.) all have the BHCS eco-logo clearly visible.		- Increased staff/student awareness of sustainability initiatives.
	Sharing of climate action updates in school newsletter.	1, 4	- Increased awareness of climate action in staff/student survey. - Increased community engagement in climate initiatives.
	Continued inclusion of 'eco-anxiety' in tutor and WBC resources.	4	- Analysis of WBC interventions for eco-anxiety/climate anxiety concerns. - Evidence of reference to mental health in assemblies and tutor resources.
	Addition of Environmental Sustainability Statement on vacancies page of website.	1, 2, 3, 4	- Evidence on website.
	Marking of significant 'green' events throughout the academic year, for example: - The Big Green Week (5th – 13th June 2026) - No Mow May (May 2027) - Earth Day (22nd April 2027) - World Clean Up Day (20th September 2026)	1, 3, 4	- Increased awareness of climate action in staff/student survey. - Improved biodiversity around school. - Increased engagement in climate initiatives.
	Implementation of changes within the identified areas of the Eco Schools action plan.	1, 2, 3, 4	- Clear adaptations made to school site. - Progress made in 'Campus' area of audit for July 2027.
	Displaying of Eco Schools Green Flag in reception area.	1, 2, 3, 4	- Evidenced through the developing culture of awareness and proactivity.
2. Curriculum			
	Action to secure impact	Key strand addressed	Evidence of impact / completion

As climate change affects many aspects of daily life, climate education should extend beyond Science and Geography.	Continued inclusion of 'eco-anxiety' in tutor and WBC resources.	4	- Analysis of WBC interventions for eco-anxiety/climate anxiety concerns. - Evidence of reference to mental health in assemblies and tutor resources.
	Further CPD for <i>all</i> staff to improve universal understanding of how to work sustainability themes into lessons/the curriculum.	4	- Highlighted in T&L/CPD schedules. - Evidence of adaptations to subject curriculums. - Evidence of increased profile of climate and sustainability issues/action around school, and increased staff confidence.
	Lead values staff to facilitate the addition of climate/sustainability focused resources into tutor programme.	1, 4	- Evidence of climate education within tutor programme. - Tutor assessments to reflect high levels of knowledge and understanding among students. - Increased knowledge and understanding of climate issues among students.
	Marking of significant 'green' events throughout the academic year, for example: - The Big Green Week (5th – 13th June 2026) - No Mow May (May 2027) - Earth Day (22nd April 2027) - World Clean Up Day (20th September 2026)	1, 3, 4	- Increased awareness of climate action in staff/student survey. - Evidence of increased profile of climate and sustainability discussions through assemblies and student led events. - Improved biodiversity around school.
	Development of targeted intervention focus on ecology/gardening/forest schooling.	1, 2, 3, 4	- Improve engagement of vulnerable/disengaged students. - Improved biodiversity around school. - Increased student engagement in climate action initiatives.
	Include sustainability news/update on tutor daily PPTs.	4	- Evidence of climate / environmental sustainability themes within tutor programme.

			- Increased awareness of climate action in staff/student survey.
	Use of external speakers to provide awareness about environmental sustainability issues.	4	- Increased awareness of climate action in staff/student survey. - Evidence of student interest in green careers, climate action and local conservation groups.
3. Community			
Community refers to how the school fosters a united approach to environmental sustainability, both within the local community and the school community itself.	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Continued development of a Climate Action Group (#GreenArmy).	1, 2, 3, 4	- Raising awareness of climate action in staff/student survey. - Improved engagement in climate action initiatives. - Increased biodiversity around school. - Increased profile of climate action within the community.
	Appointment of a 'Sustainability' linked governor.	2	- Governor meeting minutes. - Evidence of governor visits to support with site walks, policy creation etc.
	Sharing of climate action updates in school newsletter & blog on website. .	1, 4	- Increased awareness of climate action in staff/student survey. - Increased community engagement in climate initiatives.
	Ensure all sustainability documents (PowerPoints, strategy documents, newsletter articles etc.) all have the BHCS eco-logo clearly visible.	1, 4	- Evidence of documents. - Increased staff/student awareness of sustainability initiatives.
	Development of links with organisations within the community (shops, businesses, charities).	1, 2, 3, 4	- Increased profile of climate action within the community. - Evidence of targeted, direct support and involvement from external organisations.

			- Additional resources, funding or support given to further support the school's development.
	Consider the coordinating the second Climate Conference, following on from The Vyne's inaugural event, to build collaborative links with other local schools.	1, 2, 3, 4	- Increased profile of climate action within the community. - Evidence of united vision among local schools. - Combined approach to climate action among the local community.
	Create links with local expert organisations, such as gardens and environmental charities.	1, 2, 3, 4	- Increased profile of climate action within the community. - Evidence of targeted, direct support and involvement from external organisations.
	Increase opportunities given to staff, parents, students and all members of the BHCE community to provide feedback on climate initiatives, including annual surveys.	1, 2, 3, 4	- Increased participation in staff/student surveys. - Increased engagement from student led groups (student council, GreenArmy) in collecting feedback from school community.
	Creation of an <i>Environmental Sustainability Statement</i> , as a first step in establishing a formal policy.	1, 2, 3, 4	- Published on website and shared with key stakeholders.
4. Campus			
This encompasses all aspects of school buildings and grounds. Energy usage will likely already have been considered, but there are other aspects which can	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Creation of internal/SFET wide policy or Statement (as referenced above) to promote sustainable processes within school.	1, 2, 3	- Evidence of policies, published on the school website.
	Improve systems used to measure current levels of sustainability and carbon emissions, working with the school's Business Manager.	1, 2	- Reduction in energy usage and carbon emissions. - Reduction in wastage (water, food, paper etc.).

positively benefit your school/trust.	Reduced levels of litter around school, and increased awareness around importance of not littering.	1,2, 3, 4	- Reduction in litter around school site. - Evidence of education about littering in assemblies/personal development sessions. - Additional bins provided around school site.
	Review budget to investigate whether there is scope to assign specific budget to sustainability.	1, 2	- Adaptations made to school site as evidence of targeted budgeting. - Reference to allocated budget to appear in future CAP.
	Conduct a site walk/audit of the site to review current inefficiencies in sustainability, and where adaptations can be made.	1, 2	- Written summary of site audit to be published and used to form future CAPs. - Evidence of adaptations made to the school site to improve sustainability and ensure prevention of risks like flooding.
	Marking of significant 'green' events throughout the academic year, for example: - The Big Green Week (5th – 13th June 2026) - No Mow May (May 2027) - Earth Day (22nd April 2027) - World Clean Up Day (20th September 2026)	1, 3, 4	- Increased awareness of climate action in staff/student survey. - Improved biodiversity around school.
5. Careers			
Supporting young people to make informed choices about their future is an important responsibility for	Action to secure impact	Key strand addressed	Evidence of impact / completion
	More specific reference made in DLD to green pathways and careers, and where following a green pathway may lead.	4	- Evidence of reference to green careers in DLD3. - Increased student awareness of green careers and pathways. - Increased number of student destinations to reference green pathways.

schools and their governing boards. With future green careers on the horizon, this is an area both primary and secondary schools should prioritise.	Personal Development Session on Green Careers, with the support of the careers coordinator.	4	- Evidence of PD session in calendar. - Increased student awareness of green careers and pathways. - Increased number of student destinations to reference green pathways.
	Use of external speakers to provide awareness about environmental sustainability issues and green careers.	4	- Evidence of reference to green careers in DLD3. - Increased student awareness of green careers and pathways. - Assembly tracker to reflect involvement from external speakers.
	Explore use of work experience within green careers as a targeted intervention for KS4 students.	4	- Increased engagement with vulnerable/disengaged KS4 students. - Increased number of student destinations to reference green pathways.
	Addition of Environmental Sustainability Statement on vacancies page of website.	1, 2, 3, 4	- Evidence on website.
	Continued development of a Climate Action Group (#GreenArmy), to include work on Green Careers.	1, 2, 3, 4	- Student led initiatives to promote green careers throughout the school year (leading on Personal Development Sessions). - Increased profile of green careers around school site (i.e., in the career corridor).

6. CPD

Governing boards, senior leaders and teachers need to be equipped with the skills to deliver on improving environmental sustainability. This includes providing	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Consideration given to sustainable credentials when hiring new staff.	1, 2	- Evidence of sustainability referenced on job profiles when listed on the website.
	Appointment of <i>Sustainability Lead</i> to oversee CAP.	1, 2, 3, 4	- Overseeing strategic direction of the CAP, including annual reviews. - Evidence of structure CPD for school staff.
	Assigning of a link governor for Climate Action and Sustainability to	1, 2, 4	- Evidence of sustainability and climate action discussions in governor meetings.

the capacity and budget to do so.	provide further strategic support and representation in governor meetings.		- Governors to receive dedicated CPD and guidance on sustainability issues. - Presence of link governor around school to increase profile of sustainability issues.
	Staff briefings to ensure staff are aware of the need for and importance of the CAP.	2, 4	- Increased awareness of climate action in staff survey. - Increased staff 'buy-in' during dedicated sustainability/climate action initiatives.
	Review budget to investigate whether there is scope to assign specific budget to sustainability.	1, 2	- Adaptations made to school site as evidence of targeted budgeting. - Allocated budget to appear in future CAP.

Links to supporting documents/guidance:

<https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education#contents>

<https://www.nga.org.uk/media/uqfcpiht/nga-environmental-sustainability-20240424.pdf>