



KING'S HOUSE SCHOOL

RICHMOND

Climate Action Plan

King's House School recognises that climate change is one of the greatest challenges of our time and is committed to taking positive action to address it. A successful approach requires whole-school engagement, encompassing teaching, learning, operations, and community participation.

Rising greenhouse gas emissions are causing global temperatures to increase faster than anticipated, leading to extreme weather, forest fires, and rising sea levels.

King's House recognises that local coordination and leadership are crucial for effective sustainability initiatives. Supported by senior leadership teams and governors, the school is committed to sharing best practice and developing networks to increase its impact on climate change.

Working Towards Net Zero

Net zero means balancing the amount of greenhouse gases produced with the amount removed from the atmosphere. It is a goal to reduce greenhouse gas emissions to a level where the amount produced is equal to or less than the amount removed from the atmosphere. Once the remaining emissions are small enough, they can be absorbed and stored by nature or other removal measures. Greenhouse gases include carbon dioxide (CO₂) and methane.

Due to social and economic factors, not all emissions can be eliminated. However, the remaining emissions can be offset through carbon offsetting measures.

The UK Government has set a national net zero target - aiming for net zero by 2050. King's House School aims to achieve net zero emissions by 2050.

Whole-School Approach

An effective climate action strategy requires clear leadership and a shared commitment across all school areas.

Our governing board is committed to embedding sustainability into the school's vision, strategic planning, and daily operations. Regular agenda items at leadership and governor meetings ensure ongoing accountability.

The Senior Leadership Team (SLT) supports sustainable practices across teaching, culture, and operations. Site and facilities teams manage energy, water, and waste systems with sustainability in mind.

We aim to engage our wider community by informing parents and careers, building partnerships with local organisations, promoting joint sustainability initiatives, and increasing communication through newsletters, social media, and the school website.

Pupils and staff will play a central role in a whole school approach — from leading eco-groups and participating in sustainability projects, to embedding climate education across the curriculum and modelling sustainable behaviours in daily school life. Their active involvement ensures sustainability is lived, not just taught.

The School's Sustainability Aims

The School aims to embed sustainability across all areas of the school while fostering a strong connection to nature. Key focus areas include:

1. **Decarbonisation** - Reducing direct and indirect emissions produced by the School to become carbon neutral.
2. **Biodiversity** - Improving green spaces, air quality, and fostering a stronger connection with nature.
3. **Adaptation and Resilience** - Preparing school buildings and systems for climate change impacts.
4. **Climate Education and Green Careers** - Equipping pupils to navigate a climate-impacted future through education.

Aim I - Decarbonisation

Decarbonisation is the reduction of greenhouse gas emissions from school building by switching from fossil fuels to carbon-free and renewable energy sources. Adapting existing buildings and building new sustainable infrastructure helps reduce emissions and respond to climate change.

Using energy and emissions data, the School makes evidence-based decisions to retrofit current buildings and plan new net-zero projects for the greatest impact. These buildings also provide learning opportunities through their design, how they work and their environmental impact. Seeing sustainability brought to life in the buildings around them will allow pupils to gain experiences which will enhance and contextualise their learning. Pupils can:

- participate in the implementation of climate adaptation measures
- learn in buildings designed for net zero

- find out more about the impact of energy and water use

Decarbonisation also involves sustainable operational practices: purchasing from environmentally responsible suppliers, reducing waste, improving water efficiency, and optimising transport. By embedding sustainable procurement, low-carbon travel, waste minimisation, and water conservation into daily operations, pupils gain real-world examples of how schools can reduce their carbon footprint and live more sustainably.

Aim 2 - Biodiversity

The School's estate can help provide a better environment for future generations by:

- enhancing biodiversity
- improving air quality
- increasing access to and connection with nature - forest school, planting trees/flowers/food

By improving the biodiversity of school grounds, pupils can experience nature directly, learn about local wildlife, and develop an understanding of environmental stewardship. Outdoor learning spaces also provide opportunities to support wellbeing, science learning, and climate education.

Aim 3 - Adaptation And Resilience

While decarbonisation looks to combat climate change by reducing and eliminating greenhouse gas emissions, adaptation and resilience aims to improve the School's ability to prevent, prepare for, and adapt to climate hazards, as well as to rebuild better after climate-related damages.

Aim 4 - Climate Education And Green Careers

Linking sustainability action to learning maximises impact. Pupils gain theoretical and practical opportunities to understand climate change, connect with nature, and address its causes and effects, inspiring them to drive positive change.

Early engagement with nature supports pupil wellbeing and promotes a lifelong commitment to its protection. As pupils move through the school they will be provided with opportunities to develop effective school-specific sustainability strategies, build links with local communities and have an active involvement to improve the local environment.

Our Forest School, led year-round by a level 3 Forest School Leader, aims not only to provide children with knowledge and understanding that will aid them in leading lives that positively impact nature, but also to be guardians of our school grounds. They plant and

grow plants, build habitats for local insects and protect the growth of existing plants, aiming to have a net positive influence on the land we use, leaving it better than we found it.

Activities centre around making children aware of the creatures that live in the natural world around us, as well as supporting wildlife through encouraging habitat creation and preparing snacks for wildlife. We ensure we do not leave any litter and focus on biodegradable waste. Children enjoy the activities provided and the land is allowed to flourish. We also ensure we allow some areas to become 'wilding' areas, where flora and fauna are allowed to flourish.

Within the classroom, pupils learn about nature, the causes and impacts of climate change and the importance of sustainability. This provides them with opportunities to understand the environmental and sustainability context of everyday processes, applying this knowledge both in and outside school.

For example, in computing, students explore how AI consumes large amounts of water and how space-based data centres are working to reduce this. In English, they study deforestation and write persuasive letters to the UK Prime Minister. In Design and Technology, they examine how materials are made and their environmental impact, using recycled materials where possible and avoiding glitter in projects.

Building on their sustainability knowledge, pupils are equipped for green jobs, feeling confident to choose career paths that support the transition to net zero, restoration of biodiversity and a sustainable future.

Supported teaching will ensure all pupils get the best possible climate education including on the scientific facts about climate change and environmental degradation.

Aim I - Decarbonisation

Goal: Reduce greenhouse gas emissions from energy use and infrastructure.

| Aim | Action | Responsibility | Monitoring/Evaluation |
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| Purchase energy in an efficient and sustainable manner | Work with trusted energy suppliers committed to reducing their emissions and generating energy from renewable sources | Bursar | New contracts with sustainable suppliers Contract review at renewal points |
| Reduce energy consumption | Complete an energy audit to identify areas of improvement | Estates Manager | Energy audit periodically completed and reviewed |
| | Install energy efficient boilers or switch to low-carbon heating systems | | Monitoring of gas usage and heating efficiency through monthly bills |
| | Switch to energy efficient lighting including LED and motion sensor lights | | Completion of LED rollout across all sites Reduced electricity usage in monthly energy bills |
| | Run a switch-off campaign encouraging pupils and staff to turn off lights | | Student awareness, reduced electricity consumption, campaign participation |
| | Upgrade electrical appliances with energy efficient models | | Energy rating of new equipment and reduction in electricity usage |
| | Deliver lessons outside | | Increased outdoor learning sessions |
| Reduce heat loss | Assess buildings for areas of heat loss | Estates Manager | Building inspection reports and maintenance plans |

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| | Upgrade insulation of walls, roofs and floors | | Reduced heating demand and improved energy efficiency ratings |
| | Replace windows with energy efficient glazing | | Lower heat loss and improved internal temperatures |
| | Limit draughts e.g. draught excluders | | Reduced heating costs and improved classroom comfort |
| | Install wall radiator reflector panels | | Temperature retention across sites and reduced heating demand |
| Build sustainable infrastructure | Future building projects to be low-carbon, climate resilient buildings | Head/Bursar Estates Manager | Sustainability requirements included in building project plans Amount of renewable energy generated on site |
| Establish a sustainable procurement process | Ensure sustainability is part of the assessment criteria for suppliers | Bursar Estates Manager | Consideration of sustainability factors when procuring |
| | Work with trusted gas, electricity and water suppliers committed to reducing their emissions and generating energy from renewable sources | | New contracts meeting sustainability criteria Review of energy and water supplier sustainability at renewal points |
| | Work with catering contractors committed to delivering and improving uptake of nutritionally balanced, affordable and sustainable meal choices | | Review of caterer sustainability at renewal points Increased meals meeting nutritional and sustainability standards |

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| | Purchase recycled, sustainable and ethically sourced products | | Increased products purchased that are recycled, certified sustainable, or ethically sourced Supplier certification verification (e.g., FSC, Fairtrade, B Corp) |
| Optimise school transport | Encourage shared transport | Estates Manager | Reduced single-occupancy vehicles |
| | Promote active travel (walking, cycling) for pupils and staff | Sustainability Lead | Participation in active travel from TfL Travel Plan pupil and staff surveys |
| | Provide EV chargers for electric vehicles | Teachers | EV charger usage |
| | Install additional bike racks | | Usage of bike racks and cycle to work scheme |
| | Promote sustainable travel for school trips | | Number of trips using low-emission or shared transport |
| Improve waste management | Reduce overall waste generation | Estates Manager | Monitoring total waste volumes, compare reductions |
| | Promote a “Reduce, Reuse, Recycle” culture among staff and pupils | Catering Manager | Staff/pupil awareness, surveys on behavior change |
| | Reduce single-use plastics (bottles, cutlery) | Eco-committee | Reduction in amount of single-use items purchased |
| | Reduce paper waste, becoming fully digital | Teachers | Reduction in paper and ink usage |
| | Compost leftovers from kitchens | | Volume of compost produced |
| Improve water | Monitor and manage water usage across all | Bursar | Reduction in water usage through water bill |

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| efficiency | school sites | Estates Manager Premises Staff | |
| | Install water-efficient fixtures (taps, toilets, showers) | | Completion of installation; reduction in water consumption |
| | Harvest and reuse rainwater where feasible | | Maintenance of bore hole at Sport's Ground, reduced mains water consumption |
| | Educate pupils/ staff on water conservation | | Student awareness |
| | Include water efficiency in future building projects | | Sustainability requirements in project plans |
| | Review and maintain plumbing systems to prevent leaks | | Number of leaks detected and repaired |
| Increase pupil participation | Pupils participate in climate adaptation measures (planting, biodiversity projects, and energy-saving campaigns) | Eco-Committee Teachers | Student participation numbers and project outcomes |
| | Provide opportunities for pupils to learn in buildings designed for net zero through tours, displays, and lessons about school sustainability features | | Curriculum links and student feedback |

Aim 2 – Biodiversity

Goal: Enhance natural spaces, support local wildlife, and engage students in environmental stewardship

| Aim | Action | Responsibility | Monitoring/Evaluation |
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| Increase biodiversity at School sites | Expand, enhance and re-green spaces within the school grounds | Estates Managers | Increased number of planted areas, monitoring plant growth and wildlife activity |
| | Utilise unused or underused areas of the school grounds to create green spaces | Premises Staff | Mapping of green spaces and biodiversity reviews |
| | Create new habitats for local wildlife | Teachers | Number of habitats installed and evidence of wildlife using them |
| | Introduce or expand food-growing spaces such as vegetable beds or herb gardens | | Produce harvested and student participation |
| Carbon offset emissions by using our outdoor space to plant trees and plants | Identify suitable areas of the school grounds for tree and plant planting | Estates Managers | Review of planted areas and identify potential areas |
| | Plant trees, shrubs, and pollinator-friendly plants across the school sites | Premises Staff | Number of trees planted and their growth |
| | Establish student-led planting days involving pupils, staff, and volunteers | Teachers Eco-committee | Pupil, staff and parent participation in planting initiatives |
| Support looking after local green spaces / species | Embed practices into pupil at school sites | Eco-committee | Forest School and school grounds kept tidy |
| | Run school initiatives to improve local green space including litter picking | Teachers | Number of events held and pupil participation |
| | Join community initiatives that look after local green spaces | | Partnerships established and participation records |

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| | Participate in the RSPB Big Schools' Birdwatch, monitoring local bird populations | | Birdwatch survey results submitted annually |
| | Take part in national wildlife surveys to monitor local biodiversity and contribute to citizen science projects | | Survey results and pupil involvement |
| Increase pupil participation | Engage pupils in planning improvements to school grounds through surveys and consultation with the eco-committee | Eco-Committee | Survey results and implemented ideas |
| | Carry out a nature survey to assess pupil view of biodiversity of school grounds and areas for improvement | Teachers | Survey responses and follow-up actions |
| | Establish and maintain a gardening club where pupils help grow plants, maintain gardens, and learn about biodiversity | | Club attendance and garden development |

Aim 3 – Adaptation & Resilience

Goal: Prepare the school to prevent, withstand, and recover from climate-related hazards.

| Aim | Action | Responsibility | Monitoring/Evaluation |
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| Increase adaptation solutions across school sites | Work with sustainability consultants, local authorities and environmental organisations to assess climate risks and identify appropriate adaptation measures for the school site | Bursar Estates Manager | Completion of climate risk assessment and implementation of recommended actions |
| Reduce risk of flooding | Assess school grounds and drainage systems to identify areas at risk of surface water flooding | Estates Manager Premises Staff | Site inspections and drainage assessments completed |
| | Improve drainage systems and maintain gutters, drains, and downpipes to ensure effective water flow during heavy rainfall | | Regular maintenance checks and reduced incidents of water pooling |
| | Increase green spaces and planting to help absorb rainwater naturally | | Increased permeable areas across the school grounds |
| Reduce risk of overheating | Plant trees to create shaded outdoor areas | Estates Manager Premises Staff Teachers | Number of trees planted and increased shaded areas |
| | Install shading solutions such as blinds, reflective window film, or shade sails in outdoor learning and play areas | | Classroom temperature monitoring during warm periods |
| | Ensure classrooms are well ventilated by reviewing window use, ventilation systems, and airflow | | Improved temperature comfort levels in classrooms |

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| | Adjust timetables during periods of extreme heat where necessary (e.g., increased outdoor shade breaks or hydration reminders) | | Staff feedback and pupil wellbeing monitoring |
| Increase resilience of school grounds | Plant drought-resistant plants that require less water and are resilient to changing weather conditions | Eco-committee Premises Staff | Survival and health of planted areas during dry periods |

Aim 4 – Climate Education & Green Careers

Goal: Equip pupils with knowledge, skills, and opportunities to drive sustainability.

| Aim | Action | Responsibility | Monitoring/Evaluation |
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| Increase outdoor learning space | Students help design and create new green learning spaces | Teachers Estates Manager | Development of outdoor learning spaces and student participation |
| Increase environmental engagement, including outdoor learning opportunities | Increase the number of year groups using Forest School or other outdoor learning spaces for lessons and activities | Teachers Trips Co-ordinator | Curriculum plans and outdoor learning records |
| | Increase environmental based trips | | Number of trips delivered and student participation |
| | Introduce environmental after school clubs | | Club attendance and projects completed |
| | Partner with local environmental organisations or charities to support projects | | Partnerships established and joint activities completed |
| Increase whole school knowledge of climate change | Hold a sustainability themed assembly and form time each term | Senior Leadership Team Eco-committee Marketing Manager Teachers | Assembly and form time schedule and pupil feedback |
| | Install information boards or displays around the school site explaining sustainability initiatives and environmental topics | | Educational signage installed and used in lessons |
| | Embed sustainability messages in school newsletters to inform parents and the wider community of initiatives such as switch-off campaigns or recycling programmes | | Sustainability content included in newsletters |

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| | Take part in sustainability workshops delivered by external organisations or environmental educators | | Number of workshops delivered and student engagement |
| | Support students, including the eco-committee, to develop climate change initiative projects | | Number of student-led initiatives implemented |
| Increase knowledge of climate change initiatives | Join and promote Lets Go Zero campaign and participate in related sustainability activities | Sustainability Lead Eco-committee | Participation in campaign activities and reporting progress |
| Embed sustainability in the curriculum | Curriculum audit - Introduce sustainability topics within all subject areas where appropriate | Teachers | Evidence in schemes of work and lesson plans |
| Support teaching staff with climate education | Provide teachers with sustainability training, including CPD opportunities | Senior Leadership Team | Staff training records and feedback |
| | Provide guidance and resources to help teachers integrate climate and sustainability topics into lessons | Sustainability Lead Teachers | Resource use and lesson planning evidence |
| Increase development of green skills | Encourage project-based learning where pupils develop problem-solving skills linked to environmental challenges | Teachers | Student projects and presentations |

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| Promote Green Careers | Advertise and support vocational pathways related to green careers through careers guidance and curriculum links | Senior Leadership Team | Careers guidance materials and pupil engagement |
| | Host a “Sustainability and Green Careers” day inviting professionals to speak about sustainability focused careers. | Teachers | Event delivered and student feedback |
| Integrate sustainability into everyday school practices | Encourage sustainable behaviours such as recycling and reducing food waste across the school community | All pupils and staff | Waste audits and recycling rates |