Hayling Climate Action

Learn • Lead • Act

Expanded Awareness, Engagement, Training, Funding & Delivery Plan 2026-27

1. Purpose

This document builds the awareness campaign into The Hayling College's existing Integrated Climate & Sustainability Action Plan. It uses awareness and storytelling to explain why the work matters, staff development to build confidence and capability, pupil leadership to turn learning into action, and funding/partnership routes to help practical projects happen.

2. Campaign framework

LEARN	LEAD	ACT
Climate literacy, curriculum, staff CPD and evidence.	Pupil voice, Green Team, Climate Council, ATAs and community storytelling.	Energy, travel, biodiversity, food, waste, clean air, resilience and funded projects.

3. Existing Hayling strengths to build from

The campaign should begin with what Hayling already does well, so climate action is presented as an extension of established College practice rather than a new bolt-on initiative.

- Growing Together: an intergenerational project bringing pupils, staff and older residents together through practical growing, shared knowledge and community pride.
- A thriving vegetable patch used for lessons.
- The Queen's Jubilee orchard, providing a living example of heritage, nature and environmental stewardship.
- An outdoor classroom and wider outdoor learning spaces that support practical learning and reflection.
- The College website describes pupils taking Science outdoors in the orchard and emphasises that the grounds are part of the learning experience.
- Friends of Hayling College already identifies volunteering in the orchard and vegetable areas as a way the community can support the College.
- Forest School/outdoor learning activity should be mapped alongside these established assets. The public pages reviewed confirm extensive outdoor learning, orchard, gardens and Growing Together; any specific current Forest School provision should be captured from the relevant College newsletter/internal evidence when available.

4. Awareness and pupil engagement

National Emergency Briefing

Use the briefing as the staff-awareness foundation, with structured reflection and a focus on constructive hope, agency and practical next steps.

World's Largest Lesson – Storytelling for Hope

Use hopeful storytelling to help pupils communicate what a sustainable Hayling future could look like. Connect stories to real College projects: active travel, biodiversity, food growing, clean air, energy and waste.

Local climate evidence

Use credible local evidence, such as postcode-level weather information, carefully and in context to connect global climate learning to pupils' lived experience.

Hayling Climate Stories

Invite pupils to write, film, draw, perform or present stories showing positive change already happening at the College and what they want to see next. Showcase through assemblies, newsletters, displays and social media.

5. Staff professional development and climate literacy

Opportunity	How it supports the plan	Link
Let's Go Zero – Carbon Literacy	Use accredited school-focused Carbon Literacy training for the Sustainability Lead and/or staff champions; cascade learning into CPD and the Climate Action Plan.	Open resource
Climate Ambassadors – Introduction for Education Settings	10 November 2026, 16:00. Sustainability Lead/staff champion to attend, identify support available and pursue an Ambassador/critical-friend relationship.	Open resource
Climate Education – Subject Modules	Promote subject-specific professional development so sustainability is authentically embedded across departments rather than added as token content.	Open resource
Supply Chain Sustainability School	Consider free CPD-accredited resources for relevant operational/site/business staff, especially climate resilience, energy/carbon, air quality, biodiversity, procurement, retrofit and waste.	Open resource
Environmental Sustainability Level 2	Consider the funded online Level 2 Certificate in Understanding Environmental Sustainability for eligible staff who want a structured qualification. Eligibility and current funding must be checked before enrolment.	Open resource
IEMA training	Keep IEMA professional sustainability/environment training under review for staff whose roles require deeper specialist development.	Open resource
Cambridge Institute for Sustainability Leadership	Consider CISL's 8-week cohort-based programmes where advanced leadership development is appropriate and budget allows.	Open resource
OpenLearn – Open University	Use free sustainability, climate, transport, energy/buildings and environmental courses as flexible CPD. Staff can select modules relevant to their role.	Open resource

X10think: add to the professional-development/resource watchlist once the intended provider or web link is confirmed; I could not reliably identify the resource from the name alone.

6. Funding and resource-development strand

Create a simple funding pipeline owned by the Sustainability Lead/Business Manager. Review opportunities termly and match them to ready-to-deliver projects rather than applying for funding without a defined need.

Funding source	Potential use at Hayling	Link
Country Trust – funds for educational visits/outdoor learning	Useful for outdoor learning, nature connection, equipment and educational visits; the current guide includes several school-accessible schemes.	Open resource
Promote Your School – A-Z funding options	Use as a broad ideas directory when identifying potential school funding routes; verify each fund directly before applying.	Open resource
Grants Online – Children & Young People	Monitor for current grants relevant to pupils, education, wellbeing, community and environmental projects.	Open resource
National Education Nature Park – Finding Funding	Prioritise for biodiversity/outdoor-learning projects. Current examples include outdoor-learning grants, tree schemes, local nature grants and equipment support.	Open resource
Sustainability Support for Education – Funding	Use as an education-specific funding signpost for sustainability and Climate Action Plan delivery.	Open resource
FundEd	Use as an additional school fundraising/grants resource; check access requirements and current opportunities.	Open resource
Salix Finance – Low Carbon Funding	Monitor public-sector and school-eligible decarbonisation routes for larger estate, energy-efficiency, heat and retrofit projects; scheme eligibility/status must be checked at application stage.	Open resource

Funding priorities for 2026-27

- Growing Together / vegetable patch / orchard: tools, growing materials, accessibility, outdoor-learning resources and intergenerational/community activity.
- Biodiversity: native planting, habitat features, reduced-mowing areas, tree/hedgerow planting, wildlife monitoring and National Education Nature Park activity.
- Outdoor learning / Forest School: equipment, staff development, pupil access and curriculum use.
- Active travel: pupil campaign materials, cycle/scooter infrastructure where evidence supports it, and travel behaviour-change activity.
- Energy and estate: surveys, feasibility work, efficiency measures, heat resilience, shading/ventilation and larger decarbonisation projects where eligible.
- Pupil leadership: small project budgets that allow pupils to move from ideas and data collection to visible delivery.

7. Practical workstreams

Workstream	2026-27 focus
Clean air & resilience	Continue HEPA/indoor environment work; connect air quality, heat, health, attendance and building performance to climate learning.

Carbon, energy & estate	Establish/maintain baseline; pupil-facing energy campaign; holiday power-down; investigate estate resilience and retrofit opportunities.
Waste & procurement	Audit bins/waste; improve signage; reduce food/residual waste; strengthen reuse/repair, device reuse and sustainable purchasing.
Biodiversity & nature	Map habitats; use orchard, veg patch, Growing Together and outdoor spaces as core assets; deliver visible habitat improvements.
Food & growing	Use the vegetable patch and Growing Together to connect food, soil, biodiversity, health, curriculum and community.
Active travel	Use the ATA programme as a flagship pupil-led research, campaign and evaluation project.
Curriculum & green skills	Map existing climate/sustainability learning; use subject modules, Green Careers Week and authentic cross-curricular links.
Pupil leadership	Green Team/Pupil Climate Council to work with real data, propose projects, present to leaders and help evaluate impact.
Community & storytelling	Use newsletters, website, Facebook and pupil storytelling to share existing strengths, progress and opportunities to participate.

8. Calendar additions

Autumn 2026: Staff awareness briefing; confirm Green Team/Climate Council; Carbon Literacy opportunity; curriculum subject-module signposting; create funding pipeline.

2-6 November 2026: Green Careers Week – assembly/workshop, curriculum activity and green-skills focus.

10 November 2026, 16:00: Climate Ambassadors introduction session for education settings.

Nov 2026-Jan 2027: ATA research; waste/estate audits; staff CPD; identify priority grant applications; collect stories of existing outdoor learning/Growing Together.

Jan-Feb 2027: Climate Action Forum; biodiversity baseline; agree funded/low-cost pupil projects.

Feb-Apr 2027: Submit suitable funding applications; pupil pitches; develop campaign materials and practical projects.

Apr-Jun 2027: Deliver visible projects and Hayling Climate Stories; collect follow-up data.

Jun-Jul 2027: Evaluate, celebrate and publish 'You said → We did → What happened?'; set 2027-28 priorities.

9. Monitoring and evidence

- Staff CPD: participation, completion certificates/records, staff confidence/feedback and examples of learning applied.
- Funding: opportunity log, eligibility check, applications submitted, outcomes, value secured and project delivered.
- Outdoor learning: curriculum use of orchard/veg patch/outdoor classroom/Forest School provision; photos, pupil work and participation.
- Growing Together: pupil/community participation, growing outputs, curriculum links and intergenerational activity.
- Pupil leadership: representation, projects, presentations and evaluation.
- Operational impact: energy/water, waste, travel, biodiversity, clean-air/temperature and other existing dashboard measures.
- Communications: newsletters, website/social posts and 'You said → We did → What happened?' updates.

10. Key resource links

- World's Largest Lesson – Storytelling for Hope
- The Hayling College – website
- Growing Together Project – College bulletin
- National Education Nature Park – Finding Funding
- OpenLearn – Nature & Environment
- Supply Chain Sustainability School