Climate Change and Sustainability

Action Plan



Our climate change team consists of:

* The School Business Manager
* Caretaker
* School Council
* SLT
* Science, PSHE and Geography Subject Leads

The plan is split into two sections:

* Section 1: Commitment to continue with the actions we are already taking
* Section 2: Action Plan for change

**Section 1: Commitment to continue with the actions we are already taking**

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|  | **DfE Link**  | **Actions**  | **Responsibility**  |
| **Curriculum**  |  |  |
| 1  | Climate Education and Green Careers  | We have a whole school approach which incorporates climate change into the curriculum and school life.  | SLT Science and Geography Subject Leads |
| 2  | Climate Education and Green Careers | Through lessons, worships and the curriculum plan we encourage behavioural change by the students to help the environment.  | SLT  |
| 3  | Climate Education and Green Careers | The Curriculum is designed to teach young people about nature in their local area, for example different types of land and habitats, how they are managed, flora and fauna and weather patterns.  | SLT Science and Geography Subject Leads |
| 4  | Climate Education and Green Careers | Teach students about how to reduce/eliminate single-use plastics at home/3 R’s | SLT |
| **Waste**  |  |  |
| 1  | Decarbonisation  | We continually work to minimise our paper use e.g. through reminders to only print when necessary, photocopier default set to print on both sides.  | Business Manager  |
| 2  | Decarbonisation  | Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled. Recycling separated and pupils and staff educated about the value of resources.  | SLT Caretaker  |
| 3  | Decarbonisation  | Second hand uniform available to parents.  | Business Manager  |
| 4  | Decarbonisation  | Increase in paperless communication with parents.  | Business Manager  |
| 5  | Decarbonisation  | Reduce the amount of information saved on network drives and on the cloud.  | Business Manager  |
| 6  | Biodiversity  | Food waste separated by kitchen and collected. Fruit food waste separated. Children taking packed lunch food waste home | SLT/Caretaker  |
| 7  | Biodiversity  | Litter picks completed around school site by pupils  | SLT |
| **Food**  |  |  |
| 1  | Decarbonisation  | Catering team have a commitment to reduce single use plastic and food waste.  | Business Manager  |
| 2  | Climate Education and Green Careers  | Students are educated about the impact of food waste on the climate and are encouraged to take action in school and at home.  | SLT |
| 3  | Climate Education and Green careers  | Promote more vegetarian options and reduce the number of meat options. | Business Manager  |

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| 5  | Climate Education and Green careers  | Menus are planned in advance to be appealing, they are trialled with the School Council.  | Business Manager  |
| 6  | Climate Education and Green Careers  | Lunch time is managed to reduce queuing time and to ensure all pupils are given time to eat and time to play - reducing food waste due to pupils feeling they do not have enough time to eat.  | SLT |
| 7  | Climate Education and Green Careers  | Meals are managed in a way which means pupils can select at the servery – ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through pre-orders.  | Business Manager  |
| **Air Quality**  |  |  |
| 1  | Climate Education and Green Careers  | Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. WOW and Walk to School Weeks. | SLT |
| 2  | Biodiversity  | The grounds are planted with a range of trees, flowers and shrubs to improve air quality.  | Business Manager/Teaching Staff |
| 3  | Climate Education and Green Careers  | Students are educated about air pollution and how they can reduce their own exposure to pollution and how they can reduce their contribution to it.  | SLT Science and Geography Subject Leads |
| **Travel**  |  |  |
| 1  | Decarbonisation  | Walking to school encouraged along with scooter and bike storage  | SLT |
| 2  | Decarbonisation  | Bikeability training offered to all pupils in KS2  | SLT |
| 3  | Decarbonisation  | Parents/Carers of pupils in Year 6 are encouraged to allow their children to be responsible for getting themselves to and from school.  | SLT |
| **Reducing Energy**  |  |  |
| 1  | Decarbonisation  | Regular reminders to staff to switch off all lights, appliances and plugs when not in use.  | Business Manager  |
| 2  | Decarbonisation  | Energy costs are monitored monthly and concerns investigated. | Business Manager  |
| 3  | Decarbonisation  | Room thermometers are used to monitor temperature levels, for heating purposes we maintain the following temperature levels: • 18°C-20°C for parts of the building where there is a normal level of activity, such as classrooms and offices • 15°C for corridors, halls, washrooms and circulation areas | Caretaker  |

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| 4  | Decarbonisation  | Regular reminders for windows and doors to be kept closed when the heating is on ensure maximum efficiency of insulation and warmth.  | Caretaker/All Staff  |
| 5  | Decarbonisation  | LED lighting installed across the site. Classrooms KS1 on timers. | Caretaker |
| **Outdoor Space**  |
| 1  | Biodiversity  | Green spaces utilised well across the school including regular forest school and/or outdoor learning sessions for every pupil  | All teachers |
| 2  | Biodiversity  | Planting of native trees, shrubs and other plants around the school perimeter to capture more carbon with natural solutions.  | All teachers |
| 3  | Biodiversity  | Birdbaths, feeders, bird houses, bug hotels, bee hotels, ponds all installed to support local wildlife. Bird Watch 2025  | All teachers |
| 4  | Climate education and green careers  | Students are involved in looking after our green spaces  | All teachers |
| 5  | Climate education and green careers  | Gardening clubs are offered  | All teachers |
| 6  | Biodiversity  | Wild patches left and wild flower areas around the site  | Business Manager |
| 7  | Biodiversity  | Where possible we do not use any chemicals within our outside space to help wildlife. We work closely with our grounds maintenance team to find alternatives to chemicals  | Business Manager  |
| 8  | Climate Education and Green Careers  | Forest School on site, sessions run by a trained practitioner providing nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.  | SLT |
| **Water**  |
| 1  | Climate education and Green Careers  | Curriculum plans include learning about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting water and to encourage creative ideas for how water can be saved at school.  | SLT Science and Geography Subject Leads |
| 3  | Adaption and Resilience  | Water butts used around the site to collect grey water which is then used to water allotments and plants.  | SLT Science and Geography Subject Leads  |
| **Procurement**  |  |  |
| 2  | Decarbonisation  | Consideration is given to travel emissions in the supply chain and where possible local suppliers are used  | Business Manager  |

**Section 2: Action Plan for change**

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| **Action**  | **DfE Link**  | **Target/ Measure**  | **Timescale / Deadline**  | **Responsibility**  | **Evaluation of action / result of action**  |
| **Curriculum**  |  |  |  |  |  |
| 1. Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history.
 | Climate Education and Green Careers  | Evidence of curriculum links across subjects i.e. an art project showing the impact of climate change  | To be fully embedded by July 2026  | SLT Science and Geography Subject Leads PSHE Lead |   |
| 1. Increase integration of climate change into all subjects.
 | Climate Education and Green Careers  | Clear evidence of subject integration and regular learning of climate change  | To be fully embedded by July2026  | SLT Science and Geography Subject Leads PSHE Lead |   |
| **Waste**  |  |  |  |  |  |
| 1. Encourage students and staff to recycle electronics.  | Decarbonisation  | Recycle station at school for staff and parents to use  | December 2025 | SLT |   |
| 2. School Council to create climate change star rating for each room and monitor rooms  | Climate education and green careers  | Each room has a star rating against key climate change areas including energy use / switch off  | December 2025 | SLT |   |
| 3. Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.  | Decarbonisation  | Audit created feeding into a waste reduction plan  | December 2025 | Caretaker  |   |
| 4. Provide recycling opportunities for a range of products (i.e. soft plastics, batteries etc.)  | Decarbonisation  | Additional recycling stations at school Items in school recycled/reused/re-purposed  | December 2025 | SLT/Business Manger |           |

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| **Food**  |  |  |  |  |  |
| 1. Encourage students and staff to bring plastic free packed lunches.  | Climate Education and Green Careers  | Reward system in place Reduction in waste  | Spring 2026 | SLT |   |
| 2. Compost food waste from classrooms  | Biodiversity  | Food waste taken to composting each day  | Summer 2026 | Caretaker  |     |
| 1. Meat free days
 | Decarbonisation | Amount of waste being produce to produce food is decreased.  | Summer 2026 | Business Manager |  |
| 1. Pupils grown food the school allotments which is then used in cooking lessons / forest school cooking
 | Biodiversity | Classes cook food grown at school | Summer 2026 | Class Teachers |  |
| 1. We continue to seek out good practice to get inspired and share learning with other education settings on learning about climate change.
 | Climate Education and Green Careers | Collaborative Learning experiences | Summer 2026 | SLT |  |
| **Air quality**  |  |  |  |  |  |
| 1. Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.  | Climate Education and Green Careers  | More children walking to school | Spring 2026 | SLT |   |
| 2. Air quality monitors around the school show the air quality is good – this is monitored regularly | Adaptation and Resilience | Better quality air. | Spring 2026 | Business manager |  |
| 3. Students create road signs with air pollution information to display around the school.  | Climate Education and Green Careers  | Poster competition in school – best posters displayed around school, noticeboard, website  | December 2025 | SLT |   |
| 4. Create a clean air zone around schools by implementing 'active' solutions (encouraging parents / carers to always switch off engines outside school, consider parents parking elsewhere and walking) to reduce pollution levels in and around school premises.  | Adaption and Resilience  | Air monitors used before and after initiative to measure impact Posters / newsletter used to share clean air zone  School council to monitor parent parking  | To be started December 2025 | SLT |   |
| **Travel**  |  |  |  |  |  |
| 1. Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.  | Climate Education and Green Careers  | Census completed to create a baseline to measure against   | December 2025 | SLT |   |
| 2. Encourage staff and pupils to change the way they travel to school  | Climate Education and Green Careers  | WOW leadership board shared in assemblies/newsletters | November 2025 | SLT |   |

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| 3. Reducing travel emissions on school trips  | Decarbonisation  | Consider transport modes for trips – add to trip checklist  | December 2025 | Business Manager  |   |
| **Energy**  |
| 1. School Councillors to create climate change star rating for each room and monitor rooms  | Climate Education and Green Careers  | Each room has a star rating against key climate change areas including energy use / switch off  | December 2025 | SLT |   |
| 2. Heating controls to be used to limit timings and temperature across school  | Decarbonisation  | Heating control panel fixed and working correctly Room thermostats used to monitor room temperatures throughout the day  | Spring 2026 | Caretaker  |   |
| 3. Measure, record and publicise savings  | Decarbonisation  | Baseline measure taken of energy use. Encourage switch off practice as above. Publicise our savings  | Spring 2026 | Caretaker  |   |
| 4. To install solar panels across the site  | Decarbonisation  | Solar panels successfully installed across site Reduction in energy usage from the grid  | July 2027  | Business Manager  |   |
| **Outdoor Space**  |
| 1. Create a rain garden in shallow landscaped depressions that can capture runoff from roofs or hard surfaces and can be planted with a wide range of plants that can survive occasional highwater volumes.  | Adaption and Resilience  | Rain gardens in place successfully planted  | July 2026  |  |   |

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| 2. Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather. | Adaption and Resilience  | Grant funding for large trees to be planted.  | July 2027  | Business Manager  |   |
| **Water**  |
| 1. Encourage staff, parents and students to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden.  | Climate Education and Green Careers  | Less disposables being used at events Leftover water being re-used   | July 2026  | SLT |   |
| 1. Findings and progress about water conservation is shared with the school community, to involve staff, pupils and parents by raising awareness we aim to get all groups on board with adopting water saving habits
 | Climate Education and Green Careers | Water conservation systems in place. | July 2026 |  |  |
| 3. Change taps in bathrooms to be sensor powered to avoid taps being left on.  | Adaptation and Resilience  | Grant funding to replace. As taps need replacement look at sensor options Measurable reduction in water use  | September 2027  | Business Manager |   |
| 4. Introduce grey water system for toilet flushing  | Adaptation and Resilience  | Current rainwater system evaluated for fitness Rainwater system in place  | September 2027  | Business Manager  |   |
| 5. Ensure all sinks have access to plugs and staff are encouraged to not wash up under a running tap  | Adaptation and Resilience  | Plugs in situ and being used Measurable reduction in water use  | June 2026  | Caretaker  |   |
| **Procurement**  |
| 1. Review common purchases to identify more sustainable alternatives.  | Decarbonisation  | 20% of common purchases moves to sustainable alternatives  | July 2026  | Business Manager  |   |
| 2. Identify factors causing emissions from your regular or high value purchases – consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste.  | Decarbonisation  | 20% of regular and high value purchases moves to sustainable alternatives  | July 2026 | Business Manager  |   |
| 3. Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.  | Decarbonisation  | Plans received from regular suppliers and contractors  | July 2026 | Business Manager  |   |
| 4. Once purchases have reached end of life, is there an alternative use? Consider take back schemes offered by some of your suppliers e.g. for furniture, recycling schemes like Olio and Freecycle or donating to local charities.  | Decarbonisation  | Reduction in waste / skip use More items recycled/repurposed  | July 2026  | SLT |   |
| 1. Resources are bought with a ‘just in time’ mindset ensuring a reduction in over ordering and reducing waste.
 | Decarbonisation | Waster reduced over time | July 2026 | SLT |  |