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| **Decarbonisation** | | | | | | |
| **Our Vision** *(how can you reduce emissions and support students to be part of the transition to net zero?):* | | | | | | |
| **Action** | **Link to Improvement Plan** | **Responsibility and Key Stakeholders** | **Timescale** | **Information and/or resources required** | **Target/ Measure** | **Progress (Update at regular review points)** |
| To become a paperless school for communications to parents and carers. |  | **Admin team** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **100% Digital Communication by [Year]**   All newsletters, notices, permission slips, and updates sent electronically (email, app, or SMS).   1. **Reduction in Paper Usage**   Reduce paper used for parent/carer communication by **90%** compared to last year.   1. **Parent Engagement Rate**   Achieve **95%+ parent/carer sign-up** to digital platforms (e.g., school app, email list).   1. **Staff Adoption**   Ensure **100% of staff** use digital tools for parent communication.  **Measures**   * **Monthly paper usage audit** (e.g., number of sheets used for communication). * **Digital communication logs** (e.g., number of emails/newsletters sent). * **Parent/carer survey** on satisfaction and accessibility of digital communications. * **Platform analytics** (e.g., open rates, engagement rates on school apps or emails). |  |
| Walking bus. |  | SLT and Sarah Sadler | **Start date:**  **Review Date:** | **Useful links:** | Targets   1. **Launch the Walking Bus by [Month/Year]**    * Set a clear start date for the first walking bus route. 2. **Participation Rate**    * Aim for **X% of pupils** in target year groups to participate (e.g., 20% of KS1 pupils by end of first term).   **Measures**   * **Weekly numbers** of children using the walking bus. * **Parent/carer survey** on transport habits before and after launch. * **Carbon savings estimate** based on reduced car mileage. * **Volunteer engagement** (e.g., number of staff/parent volunteers supporting the walking bus). |  |
| To create an ECO Warrior in each classroom to be responsible for turning off things when not in use. |  | Mary Kemp  Declan Curry  Class teachers  ECO Warriors | **Start date:**  **Review Date:** | **Useful links:** | Targets   1. **Eco Warrior Appointed in Every Classroom by End of Autumn term**    * Ensure every class has a designated Eco Warrior by the end of the first half-term. 2. **Daily Energy Checks**    * Eco Warriors perform **daily checks** to ensure lights, screens, and devices are turned off when not in use. 3. **Reduction in Energy Use**    * Aim for a measurable **reduction in electricity usage** (e.g., 10% over the term compared to baseline). 4. **Eco Warrior Training**    * Deliver a short **training session or assembly** for all Eco Warriors by End of Autumn   **Measures**   * **Checklist logs** completed by Eco Warriors (e.g., tick sheets for lights, monitors, projectors). * **Energy meter readings** (weekly or monthly) to track changes in electricity use. * **Teacher feedback** on pupil engagement and effectiveness. * **Recognition system** (e.g., Eco Warrior of the Month, class awards for energy saving). |  |
| Lights not to be turned on before someone is in the classroom |  | Site team  Class teachers  Support Staff  ECO Warriors | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Lights Only On When Room is Occupied**    * Achieve **100% compliance** with the rule across all classrooms by Autumn. Checked by ECO warriors. 2. **Staff and Pupil Awareness**    * Deliver a **short awareness campaign** (e.g., posters, assemblies) by Spring term. 3. **Monitor and Improve**    * Reduce unnecessary lighting usage by **1 hour per week** across the school.   **Measures**   * **Spot checks** or weekly audits to record when lights are left on in empty rooms. * **Energy usage comparison** before and after implementation (if metering is available). * **Eco Warrior logs** noting when lights were turned off in empty rooms. * **Staff feedback** on ease and effectiveness of the initiative. |  |
| **Adaptation and Resilience** | | | | | | |
| **Our Vision** *(how can you adapt your buildings and systems to prepare for the effects of climate change?):* | | | | | | |
| **Action** | **Link to Improvement Plan** | **Responsibility and Key Stakeholders** | **Timescale** | **Information and/or resources required** | **Target/ Measure** | **Progress (Update at regular review points)** |
| Create an outdoor classroom |  | **Site team**  **Declan Curry**  **Mary Kemp**  **ECO Warriors** | **Start date:**  **Review Date:** | Useful links: | **Targets**   1. Design and Build by Summer term.    * Complete the outdoor classroom setup by the end of the Spring term. 2. Curriculum Integration    * Every class to use the outdoor classroom for at least 1 lesson. 3. Staff Training    * Provide training or guidance for staff on how to use the space effectively. 4. Community Involvement    * Involve ECO warriors in the design or building process.   **Measures**   * Number of lessons held outdoors (tracked weekly or termly). * Teacher and pupil feedback on the space’s usefulness and enjoyment. * Biodiversity impact (e.g., planting native species, creating habitats). * Reduction in indoor energy use (e.g., less lighting/heating during outdoor sessions). |  |
| Warm weather plan (Blinds and windows to be opened/closed by site manager and fans to be distributed) |  | **Site team**  **Mary Kemp**  **ECO Warriors** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Site Manager Daily Checks**    * Site manager to perform **morning and afternoon checks** to open/close blinds and windows as needed. 2. **Fan Distribution**    * Ensure **fans are available and distributed** to classrooms when temperatures exceed a set threshold (e.g., 24°C).   **Measures**   * **Checklist logs** for site manager actions (e.g., blinds/windows status). * **Temperature monitoring** in classrooms to track when fans are needed. * **Staff feedback** on comfort and effectiveness of the plan. |  |
| Create shaded areas around the school |  | **Site team** | **Start date:**  **Review Date:** | **Useful links:** | **Target**   1. **Install Shaded Areas by Summer term**    * Complete installation of at least **one shaded zone.** 2. **Use Sustainable Materials**    * Use **eco-friendly or recycled materials** for shade structures (e.g., timber, canvas, living plants). 3. **Increase Outdoor Use**    * Increase outdoor learning or playtime by due to improved comfort (teacher feedback)   **Measures**   * **Pupil and staff feedback** on comfort and usability. * **Temperature monitoring** (e.g., shaded vs. unshaded areas). * **Outdoor activity logs** (e.g., number of lessons or breaks held in shaded areas). |  |
| Improve ventilation in the infant and Junior school to improve temperature control. |  | **Site team** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Ventilation Assessment Completed Christmas**    * Conduct a full review of current ventilation systems and airflow in both buildings. 2. **Upgrade or Install Ventilation Solutions**    * Install or improve **natural ventilation (e.g., window systems)** and/or **mechanical ventilation (e.g., extractor fans, air purifiers)** by Christmas 3. **Temperature and Air Quality Monitoring**    * Maintain indoor temperatures within a **comfortable range (e.g., 18–24°C)** during warm months.   **Measures**   * **Maintenance records** for ventilation systems. * **Energy usage data** before and after improvements. * **Survey results** from staff and pupils on comfort and concentration levels. |  |
| **Biodiversity** | | | | | | |
| **Our Vision** *(how can you* e*nhance biodiversity, improve air quality and increase access to, and connection with, nature?):* | | | | | | |
| **Action** | **Link to Improvement Plan** | **Responsibility and Key Stakeholders** | **Timescale** | **Information and/or resources required** | **Target/ Measure** | **Progress (Update at regular review points)** |
| Wildflower garden to be planted in the meadow area |  | **Site team** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Wildflower Garden Planted by end of Autumn term.**     * Complete planting in the designated meadow area by the end of the spring term. 2. **Use Native and Pollinator-Friendly Species**    * Include at least **7 native wildflower species** that support bees, butterflies, and other pollinators.   **Measures**   * **Species count** (plants and pollinators) before and after planting. * **Photographic records** of garden growth and seasonal changes. * **Teacher feedback** on use of the garden for lessons or wellbeing. * **Maintenance schedule** for watering, weeding, and observation. |  |
| Pond area to be checked once a term. Surround area to be maintained once a term and then annually the inside to be maintained. |  | **Site team** | **Start date:**  **Review Date:** | Useful links: | **Targets**   1. Termly Visual Checks    * Conduct a visual inspection of the pond and surrounding area once per term to ensure safety, cleanliness, and ecological health. 2. Annual Pond Maintenance    * Perform a full pond clean and ecological check once per year, including water quality, plant health, and wildlife presence. 3. Surrounding Area Maintenance    * Maintain the pond’s surrounding area (e.g., paths, fencing, vegetation) once per term to ensure accessibility and safety. 4. Pupil Engagement    * Involve pupils in at least one pond-related activity per year (e.g., pond dipping, wildlife observation).   **Measures**   * **Maintenance logs** for each term and annual check (who did it, what was done). * **Wildlife observation records** (e.g., frogs, insects, birds). * **Water quality checks** (basic pH or clarity assessments if feasible). * **Photographic records** before and after annual maintenance. * **Staff/pupil feedback** on use and condition of the pond area. |  |
| Create planting areas in dead spaces (Outside infants, Year R, Central area, Year 6 area) |  | **Site team** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Transform All Identified Dead Spaces by End of Autumn term.**    * Complete planting in the areas outside Infants, Year R, Central Area, and Year 6 by the end of the school year. 2. **Use Sustainable and Pollinator-Friendly Plants**    * Include **native species** and **pollinator-friendly plants** in each area.   **Measures**   * Number of planting areas created and square footage transformed. * Species count (plants and insects) before and after planting. * Photographic records showing progress and seasonal changes. |  |
| Bird and bat boxes |  | **Site team**  **Class teachers** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Install Bird and Bat Boxes by end of Autumn**    * Place at least 1 **bird boxes per classroom and 1 bat boxes** around the school grounds by the end of the term. 2. **Use Appropriate Locations**    * Ensure boxes are installed in **suitable, sheltered, and undisturbed areas** (e.g., high on trees or buildings, away from heavy foot traffic). 3. **Wildlife Monitoring**    * Begin **termly monitoring** of box usage (e.g., nesting, roosting activity).   **Measures**   * Number of boxes installed and their locations. * Wildlife sightings or signs of use (e.g., nesting materials, droppings). |  |
| **Climate Education and Green Skills** | | | | | | |
| **Our Vision** *(how can you prepare students for a world impacted by climate change through education & practice?):* | | | | | | |
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| ECO Warriors to set a challenge for home learning to help sustainability. |  | **Declan Curry**  **Mary Kemp**  **ECO Warriors**  **Lauren Watson** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Launch ECO Challenges**    * ECO Warriors to create and share **one sustainability challenge via home learning** for pupils to complete at home. 2. **Whole-School Participation**    * Aim for **at least 50% pupil engagement** in each challenge. 3. **Link to Curriculum**    * Ensure each challenge connects to a relevant curriculum area (e.g., science, geography, PSHE). 4. **Celebrate Participation**    * Recognise contributions through **certificates, displays, or assemblies**.   **Measures**   * Pupil participation logs (e.g., submissions, photos, feedback). |  |
| Year 6 to take part in a sustainability week after SATS |  | **Year 6 team**  **Declan Curry**  **Mary Kemp**  **ECO Warriors** | **Start date:**  **Review Date:** | Useful links: | **Targets**   1. Deliver a Full Week of Sustainability Activities    * Plan and run 5 themed days focused on different aspects of sustainability (e.g., energy, waste, biodiversity, food, transport). 2. Pupil-Led Projects    * Ensure pupils lead or co-lead at least one activity or project during the week. 3. Cross-Curricular Links    * Integrate sustainability into multiple subjects (e.g., science experiments, eco-themed writing, maths data collection). 4. Community Engagement    * Share outcomes with parents/carers or local community through a showcase or newsletter.   **Measures**   * **Number of activities completed** and subjects involved. * **Pupil feedback** on enjoyment and learning. * **Evidence of impact** (e.g., litter collected, energy saved, wildlife observed). * **Photos and pupil work** displayed or shared. |  |
| Sustainability champions across the school |  | **Mary Kemp**  **ECO Warriors** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Champion Roles and Responsibilities**    * Define clear roles such as **monitoring energy use, promoting recycling, leading eco initiatives**, and reporting to the ECO Committee. 2. **Termly Meetings or Briefings**    * Hold **termly meetings** to share ideas, track progress, and plan new actions. 3. **Champion-Led Projects**    * Each champion to lead or support **at least one sustainability project or campaign** per term.   **Measures**   * **Number of champions appointed** and active. * **Projects or campaigns led** by champions (e.g., litter picks, poster campaigns, energy audits). * **Tracking logs** of actions taken by champions (e.g., weekly checklists, photo evidence, displays). |  |
| Take part in Environmental campaigns (Walk to school week, Earth Day, Big Garden Birdwatch, No Mow May, Plastic Free July, etc. |  | **Declan Curry**  **Mary Kemp**  **ECO Warriors**  **Class teachers** | **Start date:**  **Review Date:** | **Useful links:** | **Targets**   1. **Participate in at Least 3 Key Campaigns Annually**    * Engage with campaigns such as:      + **Walk to School Week**      + **Earth Day**      + **Big Garden Birdwatch**      + **No Mow May**      + **Plastic Free July** 2. **Whole-School Involvement**    * Ensure **all year groups** take part in at least 3 campaigns per year. 3. **Link Campaigns to Curriculum**    * Integrate each campaign into **lesson plans, assemblies, or home learning**. 4. **Raise Awareness**    * Share campaign activities with the wider community via **newsletters, displays, or social media**.   **Measures**   * **Number of campaigns participated in** per academic year. * **Pupil engagement logs** (e.g., participation rates, photos, reflections). * **Staff feedback** on campaign integration and impact. * **Evidence of action** (e.g., litter collected, wildlife observed, plastic avoided). * **Community reach** (e.g., number of parents/carers informed or involved). |  |