**Climate Change and Sustainability**

Dove Bank **Action Plan** |2025-26





**Introduction**

At Dove Bank primary school, we strive to work together to help prepare our pupils for a sustainable future, within the context of our school and our community. We believe that all individuals can play an important part in having a positive impact on our environment. Our Forest school programme is an integral part of our ethos.

Six identified sustainable themes will be used to ensure that the understanding and delivery of learning about sustainability is consistent throughout the whole curriculum.

Our sustainability ambassadors will help to drive initiatives from a child’s perspective, giving the children themselves, true ownership of sustainable actions and beliefs.

Our three key values of aspiration, resilience and kindness, are an integral part of our school culture and will be used within this context to encourage children to make a difference now, and in the future.

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

Climate action plan

At Dove Bank Primary School, our climate action plan will focus on four key areas: decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills. Each of these areas will have clear objectives, with specific actions outlined for the next two years.

Aspiration | Resilience | Kindness

 Our climate change team consists of:

* Forest School Lead
* Site Maintenance Officer
* Sustainability ambassadors (pupil group)
* Sustainability Lead Governor Tom Bourne
* Headteacher
* Deputy Headteacher
* The School Business Manager
* Science Subject Leader
* Sustainability lead

# Section 1: Dove Bank Primary School commits to continue with the following actions:

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|   | DfE Link  | Actions ns  | Responsibility  |
|  CURRICULUM |  |  |
| 1  | Climate education and green careers  | Through lessons, assemblies, setting good examples and the curriculum plan, we encourage behavioural change by the students to help the environment.  | Humanities Lead teacher  |
| 2  | Climate education and green careers  | The Forest school curriculum plan is designed to teach young people about nature in their local area, the importance of sustaining this and developing potential areas to promote more wildlife. | Forest school leader and curriculum lead |
| 3  | Climate education and green careers  | Teach students about how to reduce/eliminate single-use plastics at home.  | Sustainability lead |
|  | WASTE |  |  |
| 1  | Decarbonisation  | At DB we continually work to minimise our paper use e.g. the introduction of floor books to minimise excessive colour printing, photocopier automatically set to black and white, use of IWB in place of printed prompts for learning, QR codes to replace extra printing | Business Manager Head teacher |
| 2  | Decarbonisation  | Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled.  | Site Maintenance Officer Sustainability ambassadors |
| 3  | Decarbonisation  | Paperless communication with parents.  | Business Manager/Headteacher |
| 4 | Biodiversity  | Regular litter picks completed around school site by pupils / green team. Community litter picks with families.  | Community officer |
|  FOOD |  |  |
| 1  | Climate education and green careers  | Students are educated students about the impact of food waste on the climate and are encouraged to take action in school and at home.  | Humanities Lead teacher and Sustainability Lead  |
| 2  | Biodiversity  | Pupils grown food, which is then used in cooking lessons / forest school cooking | Forest School Lead  |
| 3 | Climate education and green careers | The use of seasonal foods and sustainable farming is taught during DT cooking units | Sustainability lead |

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| 4  | 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 to reduce food waste due to pupils feeling they do not have enough time to eat.  | Head teacher, Deputy headteacher, lunchtime supervisors |
| 5 | Climate education and green careers  | Meals are managed in a way which means pupils can make a selection at the servery – ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through preorders.  | 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. Annual walk to school week is established | Sustainability ambassadors and sustainability lead |
|  TRAVEL |  |  |
| 1  | Decarbonisation  | Walking instead of hiring a coach to all local events, swimming, library visits, local sporting fixtures etc | Business Manager  |
| 2  | Decarbonisation  | Bikeability training offered to all pupils in KS2 and KS1 | Business Manager  |
| 3  | Decarbonisation  | Parents/Carers of pupils in upper key stage 2 are encouraged to allow their children to be responsible for getting themselves to and from school.  | Business Manager  |
|  REDUCING ENERGY  |  |  |
| 1  | Decarbonisation  | Regular reminders to staff to switch off all lights, appliances and plugs when not in use. Classroom lights automatically turn off when not in use, IWBs automatically turn off at 4pm daily. | It technicianHeadteacher |
| 2  | Decarbonisation  | Regular reminders for windows and doors to be kept closed when the heating is on ensure maximum efficiency of insulation and warmth.  | Site Maintenance Officer |
| 3  | Decarbonisation  | Some areas have LED lighting installed across the site  | Business Manager Site Maintenance Officer |
|  OUTDOOR SPACE  |
| 1  | Biodiversity  | Green spaces utilised well across the school including regular forest school and/or outdoor learning sessions for every pupil  | Forest School Lead  |
| 4  | Climate education and green careers  | Students are involved in looking after our green spaces  | Forest School Lead  |
| 5  | Climate education and green careers  | Gardening and woodwork clubs are offered throughout the year  | Forest School Lead Site maintenance officer |
| 6  | 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.  | Forest School Lead  |
|  WATER  |
| 1  | Climate education and green careers  | Curriculum plans (Science and Geography) 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. Severn Trent invited into school to work with classes regarding this subject.  | Humanities and Science Lead teacher  |
| 2  | Adaption and Resilience  | The use of water butts for watering the plants is explored. | Forest School Lead Site maintenance officer  |
|  PROCUREMENT  |  |  |
| 1  | Decarbonisation  | Resources are bought with a ‘just in time’ mindset ensuring a reduction in over ordering and reducing waste.  | Business Manager Headteacher |
| 2  | Decarbonisation  | Consideration is given to travel emissions in the supply chain and where possible local suppliers are used  | Business Manager Headteacher |

# 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  |  |  |  |  |  |
| Have a whole school approach which incorporates climate change into the curriculum and school life | Climate education and green careers | Evidence of climate change themes that are identified within the curriculum i.e. sustainability is part of the Science vision and values, sustainability ambassadors are active campaigners, pupil voice shows an understanding and awareness. |  To be embedded by December 2025 | Science lead teacher, all staff |   |
| To get inspired and share learning with other education settings on learning about climate change. | Climate education and green careers | Work with other schools in the MAT to share ideas about avoiding climate change. | July 2025 | Sustainability lead and sustainability ambassadors |  |
| Science week to have a sustainability theme, all children and invited parents to complete a sustainable-linked activity from the science curriculum | Climate education and green careers | Children will understand and learn about sustainability through practical tasks and enhanced through their scientific understanding | March 2025 | All teaching staff |  |
| All teaching staff to raise the profile of sustainability themes and link it to the science unit or other relevant unit, covered each half term, using 6 identified themes and related icons. The teaching of climate change and the erosion of habitats are developed within appropriate units of work. | Climate education and green careers | Children understand the relevant ideas around sustainability through themes that are highlighted each half term and prompted by links with units covered. Displays of their current theme is in every classroom. Pupil voice shows a true understanding of these themes and what link there is in what they are learning | Introduced April 2025, fully embedded by April 2026 | Sustainability lead and teaching staff |  |
| Aspiration week to have a green careers element, people employed in ‘green’ jobs to visit school during that week. | Climate education and green careers | Annual aspiration week will reflect the ‘green sector’ and demonstrate careers in a growing industry, inspiring children to consider these jobs as options for themselves. | Aspiration week to be held in October 2025 | Deputy headteacher |  |
| Waste  |  |  |  |  |  |
| Second hand uniform made available. Second hand world book day costumes, other dress-up day costumes such as Christmas jumper swap | Decarbonisation | Sustainability ambassadors and support staff to promote the uptake of second hand uniform, to rebrand and destigmatise using second hand goods. The culture will be that of recycle to help the planet. | July 2025, throughout 2025-26 academic year | Sustainability lead and ambassadors |   |
| Football boot swap initiative | Decarbonisation | A designated area where children can deposit and adopt football boots to prevent the need for new ones each and every time. | May 2025 | Sustainability lead and ambassadors |  |
| Composting on site for pupils’ snack waste. Food waste separated by kitchen and collected for composting. | Biodiversity | Compost bins will be available to compost selected foods and used as part of the planting programme. | Started during Autumn 2025 | Forest school lead |  |
| Food  |  |  |  |  |  |
| Catering team have a commitment to reduce single use plastic and food waste.  | Decarbonisation | A review of packaging will result in minimal use of single use packaging. Lunchtime supervisors will  | July 2025 | Catering teamBusiness Manager working with Catering Provider |   |
| Composting on site for pupils’ snack waste. Food waste separated by kitchen and collected for composting. | Adaption and resilience | Compost bins will be available to compost selected foods and used as part of the planting programme. | Started during Autumn 2025 | Forest school lead |  |
| Air quality  |  |  |  |  |  |
| Walking bus initiative to be introduced during Spring and Summer 2025 |  Decarbonisation | Staffordshire travel advisor to work with children, investigate the potential of a walking bus, parents consulted and relevant routes and adults are allocated to man walking bus routes | Started Summer 2025, embedded by Spring 2026 | Sustainability ambassadors and sustainability lead |   |
| The grounds are planted with a range of trees, flowers and shrubs to improve air quality.  | Biodiversity | A planting programme is rolled out, agreed with the head teacher | By September 2026 | Site maintenance managerHead teacher |  |
| Air quality is monitored and measured for pollution levels | Decarbonisation | Children to learn how to use the air quality monitors and use them to gain an understanding of the impact of cars and other factors on air quality. | July 2025 | Sustainability ambassadors |  |
| Project into installation of electric car charging points at Dove Bank and within the MAT | Decarbonisation | Children to explore any financial incentives and share with managers of our MAT. Staff have the facility to charge their electric car in the school car park | Investigations to start Spring 2025 | Sustainability ambassadorsSLT |  |
| 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, during whole school assemblies | Decarbonisation | Pupil voice shows that children know about pollution and how their own actions can make a difference. | Spring and Summer 2025 | Sustainability lead |  |
| Travel  |  |  |  |  |  |
| Walking bus initiative to be introduced during Spring and Summer 2025 |  Decarbonisation | Staffordshire travel advisor to work with children, investigate the potential of a walking bus, parents consulted and relevant routes and adults are allocated to man walking bus routes | Started Summer 2025, embedded by Spring 2026 |  Sustainability ambassadors and lead |   |
| Project to install electric charging points in all car parks within the Trust to encourage staff use of electric cars | Decarbonisation | Children to explore any financial incentives and share with managers of our MAT. Staff have the facility to charge their electric car in the school car park | Investigations to start Spring 2025 | Sustainability ambassadors and sustainability lead |  |
| Energy  |  |  |  |  |  |
| Energy efficiency is monitored, windows kept shut in cold weather, blinds are used in hot weather to minimise the use of central heating and electric fans. | Decarbonisation | The time taken to heat the building is minimised and electric fans are used with consideration and turned off when not being used. | Spring and Summer 2025 | All staff |   |
| Outdoor Space  |  |  |  |  |  |
| Birdfeeders, bug hotels and wild areas preserved to encourage wildlife. | Biodiversity | Wildlife diversity is increased and children are able to monitor and identify a wider variety of species within the school grounds | July 2026 | Site maintenance manager and forest school lead |   |
| Wild patches left and wildflower areas around the site - pathways to be added | Biodiversity | Children will be able to access and appreciate wild areas as paths are created  | July 2026 | Site maintenance manager |  |
| Water  |  |  |  |  |  |
| Water butts purchased and used around the site to collect grey water which is then used to water allotments and plants. |  Adaption and resilience | Children and adults are able to water plants in classrooms and outside during dry spells, using rainwater collected in water butts. | July 2026 | Site maintenance manager and forest school lead |   |