



CLIMATE CHANGE AND SUSTAINABILITY ACTION PLAN 2024 - 2027



Egerton
Primary School

Egerton Primary School Climate Action Plan: 2024-27

What is a Climate Action Plan?

In April 2022, the Department for Education released a sustainability and climate change strategy specifically for education. By 2025, all education settings are expected to appoint a sustainability lead and develop a climate action plan. This plan will guide schools in both implementing and educating about various sustainability initiatives.

Our climate action plan has been created collaboratively by the headteacher, deputy head, the global learning lead, the chair of governors, and the lead governor for sustainability.

Why Do We Want to Act?



At Egerton Primary School, our ethos is deeply rooted in preparing our pupils for a sustainable future while celebrating our local heritage. The core belief, "Global Awareness - Local Responsibility," captures our commitment to thinking globally and acting locally to address the climate crisis. We strive to equip our students with the understanding and tools to make a positive impact on the world.

Respect and care for the environment have always been integral to our school culture. We are fortunate to be surrounded by beautiful green spaces in Knutsford, and through our outdoor learning and Forest School programs, students regularly engage with and appreciate the natural world.

Sustainable Development Goals (SDGs) are woven throughout our curriculum, ensuring that our students develop a comprehensive understanding of environmental responsibility. When studying national parks, such as the Peak District, children learn about protecting life on land (SDG 15).

In *Local Area* studies, we emphasise land use and community impact, linking to SDG 11, "Sustainable Cities and Communities," by asking questions like "Is there enough parking in our area?" Through topics like *Weather and Seasons* and *Rivers*, we address climate patterns and water preservation, tying into SDG 13, "Climate Action," and SDG 6, "Clean Water and Sanitation."

When exploring *Natural Disasters* such as volcanoes and earthquakes, we discuss the human and environmental impact, teaching students to respect and prepare for natural forces, which ties into building resilience against climate change. Our *Biomes* unit engages students with SDG 15, "Life on Land," as they conduct fieldwork to determine whether our school grounds support local wildlife sufficiently. This hands-on investigation promotes environmental stewardship. *Africa* and *Asia* studies bring awareness to global environmental diversity, examining how regions like



Kenya and India adapt to their landscapes, relating to SDG 15. In exploring *Contrasting Localities*, such as London and Canberra, we encourage a deeper understanding of global interconnectedness and sustainable urban planning. Additionally, *Climate Zones* and the significance of regions like *North America's Rocky Mountains* reinforce the importance of preserving natural ecosystems, fulfilling SDG 13.

Environmental education is further embedded through topics such as oceans and continents, exploring the impact of natural disasters, investigating polar regions, and promoting sustainable food practices. We also inspire our students by learning about environmental champions like David Attenborough, who exemplify the importance of protecting our planet.

However, given the escalating climate crisis, the impact on children's mental health, and the necessity for our students to develop skills relevant to life in the 2030s, we recognize that more must be done. Our climate action plan is a core component of our overall school development strategy and one of our key governance objectives. We will review it regularly, ensuring our environmental impact is considered in every decision—whether daily operational choices or long-term strategic planning. By embodying sustainable practices, we will demonstrate the respect we hold for our planet and model the importance of environmental stewardship.

How will we deliver this climate action plan and monitor progress?

At Egerton 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 current academic year.

Our entire school community – students, staff, parents, and the wider local community – will work collaboratively to bring this plan to life. Engaging with everyone, listening to their ideas, and involving them in our green initiatives is crucial. We will continue to build on existing relationships and forge new partnerships, leveraging shared resources and support to help meet our sustainability goals.

The delivery of our climate action plan will be overseen by the governing body, with regular monitoring conducted by our sustainability lead governor. To ensure the plan is implemented effectively, we will provide staff with the necessary time and resources to develop and carry out the actions. Specific members of staff will be identified as leads for key elements of the plan.

This overarching climate action plan will be reviewed and updated every three years to reflect progress and evolving needs. On an annual basis, we will set new goals and assess our progress, ensuring we are on track to meet our sustainability targets. Regular termly reviews will help keep us focused and accountable as we work towards our long-term vision.



Decarbonisation at Egerton Primary School

At Egerton Primary School, our goal is to achieve net-zero carbon status by 2030. This means that by this date, we aim for the school to have no contribution to climate change through carbon emissions, whether from the school site, activities, or procurement.

Our efforts to decarbonise will focus on the following key areas:

- **Energy Use**
- **Food**
- **School Grounds**
- **Procurement**
- **Travel**
- **Waste**
- **Water**



We will calculate our carbon emissions and implement strategies to reduce them. This includes becoming more energy-efficient, transitioning to greener energy sources, and encouraging both staff and students to actively monitor and reduce energy consumption.

Sustainability will be a core element of our school site strategy, which will be outlined in a separate document. Additionally, we will develop a sustainable procurement policy to guide our purchasing decisions, ensuring that we consider the environmental impact of the products and services we buy, as well as the companies we support.

Transport is a significant contributor to air pollution and carbon emissions, particularly in areas around schools, which can also affect children's health. Therefore, we will collaborate with local organisations to encourage low-carbon commuting options for both staff and students, promoting walking, cycling, and the use of public transport.

Recycling will be a priority at Egerton Primary, with an increase in the recycling of materials such as food waste, alongside efforts to reduce overall waste, particularly single-use plastics and food packaging. We will also explore opportunities to enhance water efficiency, including harvesting rainwater.

To support our decarbonisation goals, we will explore various funding opportunities, such as grants, school reserves, and potential capital funding from local authorities. By improving energy efficiency, we expect to not only reduce our carbon footprint but also lower long-term energy costs and other associated expenses, such as waste disposal.

Adaptation and Resilience at Egerton Primary School

At Egerton Primary School, we are committed to maintaining a high-quality learning environment for all our students, even as the climate changes. To achieve this, we will adapt our school site to mitigate the impacts of climate change.

Our actions will enhance the biodiversity of our school site. We will introduce nature-based solutions, such as planting species that are resilient to the changing climate, which will support local wildlife and help create a more sustainable and environmentally friendly space for our students.

As part of our ongoing efforts to educate students about the climate crisis, we will also embed sustainability and climate change into the curriculum. Students will engage with environmental topics across subjects, including geography lessons focusing on the local and global impacts of climate change. Our school will

further enrich student learning by incorporating opportunities for outdoor learning and connecting with nature, offering students real-life experiences related to climate resilience and sustainability.

To support our adaptation and resilience goals, we will introduce additional shade structures and plant more trees and shrubs to improve air quality and provide relief from extreme heat. We will also consider using rainwater collection systems to support sustainable gardening practices. Our school's active involvement in climate education, paired with these physical adaptations to the school grounds, will ensure that our community is not only resilient to climate impacts but also engaged in meaningful action.

Biodiversity at Egerton Primary School

At Egerton Primary School, we recognize the importance of contributing to the solution of the biodiversity crisis. We are already making notable progress in enhancing the biodiversity of our school grounds through initiatives like outdoor learning, forest school and gardening club.

We will further our commitment to biodiversity by actively participating in the National Education Nature Park and the Climate Action Awards, both of which will provide valuable learning opportunities for our students. These programs will help children build the skills necessary for a sustainable future, while strengthening their understanding of climate change and green careers.

To ensure that our efforts are targeted and effective, we will use geospatial mapping tools to assess the current biodiversity of the school site. This will allow us to identify areas where we can make further improvements, enhancing habitats for wildlife and creating more sustainable spaces.

When selecting plant species for our grounds, we will carefully consider their impact on local ecosystems, including their water needs and the potential for invasive species. Our priority will be to choose native plants and drought-tolerant species, ensuring that our planting choices support the resilience of the site in the face of a changing climate.

In addition to our landscaping and outdoor learning efforts, we are taking action to improve local air quality

and manage environmental risks. As part of our commitment to adaptation and resilience, we will introduce a *Clean Air Zone* initiative around the school. This includes encouraging parents to park away from school grounds and switch off their engines, reducing pollution from traffic. Air quality improvements will be monitored, ensuring that we actively reduce traffic-related pollution around the school.



Through these actions, we aim to foster a thriving natural environment at Egerton Primary, where students can directly engage with and learn from nature, and the school itself becomes more resilient to climate impacts.

Climate Education and Green Skills at Egerton Primary School

At Egerton Primary School, we believe that it is essential for children to understand the climate crisis to actively contribute to its mitigation and be prepared for the challenges of the future, including exploring potential green careers.

We are committed to providing a knowledge-rich curriculum that incorporates climate change education, ensuring that our teachers are fully supported in delivering this important content. We also recognize that the environment in which children are taught plays a vital role in fostering sustainability. Our school environment will reflect our commitment to sustainability, providing a nurturing, engaging, and enjoyable space for learning.

Actions to Support Climate Education and Green Skills:

Our approach will focus on the following key areas:

- Outdoor Learning and Forest School provision
- Curriculum development
- Leadership at all levels
- Training and professional development

Our curriculum will include age-appropriate references to climate change, aligned with the United Nations Sustainable Development Goals (SDGs). These will be further integrated across subjects, ensuring our students develop a sense of social responsibility and an understanding of the interconnection between people and the planet.

In addition to our focus on academic learning, we will also address pupil mental health and well-being, with particular attention to eco-anxiety. Climate literacy training will be provided for staff, governors, parents, and, if there is demand, for the wider community. We will continue our commitment to national and local environmental initiatives, alongside providing opportunities for field trips to eco-friendly sites, ensuring that our students are inspired by real-world examples of sustainability in action.

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The Sustainability Compass and the SDGs

It's all connected!



Action	DfE Link	Target/Measure	Timescale	Responsibility	Impact/Evaluation
CURRICULUM					
Review the current curriculum and links to sustainability and climate change	Climate education and green careers	Completion of curriculum review with documented connections to sustainability and climate change by end of academic year; update published on school website	By end of Spring Term - 2025	Subject Leaders and Deputy Head	Improved student awareness of climate issues and increased integration of sustainability topics across subjects, evaluated through student feedback and curriculum audits
Review the current use of the SDGs in the curriculum and find more opportunities to thread them through subjects where they are not yet fully integrated	SDGs and Global Citizenship	Conduct a review of current SDG integration across subjects by the end of Term 3. Identify and implement at least 3 additional opportunities to incorporate SDGs (e.g., in Math, Science, PE, etc.) by the end of Term 3.	By end of Term 3, with implementation in Term 4	Subject Leads & Deputy Head	Increased awareness and engagement with SDGs across the school, with clear documentation of where SDGs are being addressed and improved student understanding of global issues, measured through surveys and student work samples
Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes	Climate education and green careers	At least two units per year in English classes that feature environmental texts (e.g., poetry, fiction, or non-fiction articles about climate change); student writing assignments related to environmental topics are completed and assessed	Annually	Subject Leaders and Deputy Head: GG, MS	Enhanced understanding and engagement with climate topics as demonstrated by improved writing quality and student reflections
Review, enrich and embed opportunities for children to connect with nature and the outdoors throughout the whole curriculum.	Climate education and green careers	Clear evidence of subject integration with outdoor learning activities; regular, documented learning about climate change in termly curriculum plans	By end of academic year	Subject Leaders and Deputy Head: CT, MS	Increased hands-on learning experiences and deeper understanding of environmental concepts, measured through via feedback
Develop another international partnerships to exchange knowledge and promote global climate action awareness	Climate Education and Global Collaboration	Establish a partnership with at least one more international school to share sustainability practices, engage in joint climate action projects, and participate in virtual cultural exchanges. Aim to have regular communication and joint activities at least once per term.	By the end of the academic year	Deputy Head & MFL School Subject Lead	Broadened global perspectives among students, with evidence of cross-cultural collaboration on climate projects, measured through shared reports and student reflections
Integrate geography lessons that focus on the impact of climate change locally and globally	Climate education and green careers	Completion of at least one major geography unit per year centred on climate change, including a case study of a local environmental issue; student projects presented to peers or displayed in the school for awareness	Annually	Subject Leaders and Deputy Head	Students show increased knowledge of climate change impacts and engagement in local environmental issues, evaluated through quality of projects and presentation outcomes
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	At least three examples of curriculum-linked projects (e.g., Art project on climate impact, PE focus on outdoor sustainability activities, History lesson on environmental change) each academic year	By end of academic year	Subject Leaders and Deputy Head: SS, MS	Broader curriculum engagement with sustainability, with successful projects showcased and discussed in school, measured by student interest and feedback
Promoting green careers to pupils	Climate education and green careers	Evidence of at least two sessions per year dedicated to green careers (workshops, career talks, or visits from professionals in sustainability sectors)	Annually	Subject Leaders and Deputy Head	Increased student awareness of green career pathways, measured by participation rates and follow-up interest surveys
Consider how to stimulate the whole school community to learn more about climate change and share the challenges or ideas in the school newsletter or on social media.	Climate education and green careers	At least six features in newsletters or social media posts per year about climate initiatives and opportunities for community engagement; engagement metrics such as views, comments, or shares	Annually	Subject Leaders and Deputy Head	Improved school-community connection and awareness of environmental efforts, measured by engagement statistics and feedback from the school community

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Action	DfE Link	Target/Measure	Timescale	Responsibility	Impact/Evaluation
WASTE					
Encourage students and staff to recycle electronics.	Decarbonisation	Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 50 electronic items by the end of the academic year. Track participation and publicize results to encourage further involvement	Termly	Site Manager and Green Team Coordinator	Increased awareness of electronic waste management and proper recycling practices, measured by the number of items collected and feedback from participants
Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	Decarbonisation	Complete an initial waste audit within the first term to identify key waste items and sources. Use findings to set specific reduction targets for the year, and perform follow-up audits each term to measure progress, aiming for a 20% reduction in general waste by year-end	Initial audit in Term 1; follow-up audits each term	Deputy Head & Green Team Lead	Identification of key areas of waste and measurable reduction in general waste, evaluated through audit comparisons and progress reports
Establish a student-led "Climate Champions" to monitor and reduce waste in classrooms and communal areas	Decarbonisation	Form a Climate Champions by the start of the academic year; set a target to decrease classroom waste by 15% over the year, measured through regular waste checks and student-led waste reports	By Term 2 (Spring)	Green Team Coordinator & Student Leaders	Empowered students taking ownership of waste reduction, with measurable waste reduction and regular reporting to the school community
Implement a paper reduction campaign, encouraging double-sided printing and digital alternatives	Decarbonisation	Reduce paper usage by 25% within the school year, tracked through monthly paper consumption records; ensure all printers are set to double-sided printing by default and promote digital assignments where possible	By end of academic year	Office Manager & Computing Lead	Decreased paper usage and increased awareness of digital alternatives, evaluated through consumption data and teacher feedback
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	Decarbonisation	Set up clearly labelled recycling bins in all key areas (classrooms, dining hall, and staff rooms) by the end of the first term. Conduct at least two educational sessions per term on recycling practices for students and staff. Measure success through a 30% reduction in contamination of recyclables and regular monitoring of proper recycling use by a student-led audit team	By Term 2, with ongoing sessions each term	Deputy Head & Business Managed and Site Manager	Effective recycling practices school-wide, with decreased contamination levels in recycling bins and improved understanding among staff and students, as shown through audits and participation in educational sessions
FOOD					
Educate students about the impact of food waste on the climate and encourage action at school and at home	Climate Education and Green Careers	Integrate lessons about the impact of food waste on climate change into the curriculum, with at least one focused session per term. Encourage students to commit to reducing food waste at school and home, aiming for a 15% reduction in food waste school-wide by year-end.	Annually	Subject Leads and Deputy Head	Increased student understanding of food waste's environmental impact, measured through student actions, pledges, and a reduction in school food waste as tracked by the catering team
Promote more vegetarian options and reduce the number of meat options/days	Climate Education and Green Careers	Implement a "Meat-Free Day" and offer 2 vegetarian and 1 meat option Tuesday to Friday, ensuring that at least 40% of the weekly menu is plant-based. Monitor student uptake of vegetarian options.	By the end of the academic year	Business Manager & Catering Team	Increased consumption of vegetarian options, with a measurable reduction in meat servings, evaluated through catering records and student feedback surveys

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Pupils grow food in the school allotment which is then used in cooking lessons	Biodiversity	Establishing and maintain a bigger school allotment by the end of Term 3 (Spring 2), with students involved in growing produce. Ensure that the harvested food is used in at least 3 cooking lessons	Ongoing, starting in Term 1	Gardening Coordinator	Hands-on learning experiences related to food sustainability, with increased student engagement in growing and cooking with produce from the allotment, measured through student participation and feedback
Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options	Decarbonisation	Launch a campaign encouraging students and staff to use reusable containers, with a goal to reduce packaging waste by 30% by the end of the academic year. Track packaging waste reduction through regular audits.	By end of academic year	Business Manager & Eco Coordinator	Reduced packaging waste, measured through waste audits and feedback from staff and students, promoting reusable alternatives and eco-conscious choices
Manage lunchtime to reduce queuing time and ensure all pupils have time to eat and play, reducing food waste due to insufficient eating time	Decarbonisation	Review and adjust lunchtime schedules to reduce queuing time by 20%, ensuring all students have at least 15 minutes to eat and 15 minutes to play. Measure food waste reduction and student satisfaction through surveys and waste audits.	By end of Term 2 (Autumn 2), with ongoing monitoring	Business Manager & Lunchtime Supervisors	Reduced food waste as students are given sufficient time to eat, with improved student satisfaction and participation during lunch, measured through waste tracking and feedback surveys
AIR QUALITY					
Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school. There is a bike shed, and scooter pods.	Climate Education and Green Careers	Increase the number of students using alternative transport (walking, biking, or scootering) by 20% by the end of the academic year. Track participation and encourage the use of walking buses and bike racks.	By end of academic year	Business Manager	Reduced local air pollution from school-related traffic, measured through participation tracking and surveys of travel habits, along with improved air quality around the school
The grounds are planted with a range of trees, flowers, and shrubs to improve air quality	Biodiversity	Plant at least 20 new trees, shrubs, and plants across the school grounds by the end of Term 2 (Spring). Monitor improvements in air quality with before-and-after measurements.	Ongoing, Spring Term 2025	Business Manager, Gardening Club	Improved local air quality and biodiversity on the school grounds, tracked through air quality measurements and monitoring the health of newly planted areas
Students are educated about air pollution and how they can reduce their own exposure to pollution and reduce their contribution to it	Climate Education and Green Careers	Integrate air pollution education into at least two subjects per year, with all students participating in activities on how to reduce exposure and personal contributions to pollution.	Ongoing, starting in Term 1	Deputy Head Teacher, Subject Leads	Increased awareness of air pollution, with students taking actionable steps at school and at home to reduce exposure and their carbon footprint, measured through surveys and feedback
Create a clean air zone around school by implementing 'active' solutions (encouraging parents to switch off engines, park away from school, and walk)	Adaptation and Resilience	Implement a clean air zone initiative by the start of the academic year, encouraging parents to park away from the school and switch off engines. Use air monitors to measure the impact before and after the initiative. Track participation via the school council and Eco Ambassadors	By start of academic year, with ongoing monitoring	Eco Ambassadors, School Council, Business Manager	Improved air quality measured by air monitors, with reduced traffic-related pollution around the school. Success tracked through parent participation, monitoring by the school council, and feedback on air quality improvements
Organise a workshop for Upper KS2 children from Cheshire East Air Quality	Climate Education and Green Careers	Arrange a workshop on air quality for Upper KS2 students, focusing on local air pollution issues, causes, and solutions.	Spring 1, 2025	Deputy Head Teacher, class teacher Year 5	Increased student knowledge of local air quality issues, with actionable steps on reducing air pollution, measured through

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					workshop feedback and follow-up student projects
OUTDOOR SPACE					
Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather – particularly by Y5 and Y6 classrooms	Adaptation and Resilience	Apply for grant funding to plant large trees and introduce other shade structures by July 2026. Aim to complete the project by this date, ensuring that shaded outdoor spaces are available for use in high temperatures.	July 2026	Business Manager Headteacher Deputy Head Teacher	Improved outdoor learning and play environments with reduced heat exposure, measured through student and staff feedback on comfort and usage of shaded areas
Plant trees and shrubs around the school grounds	Biodiversity	Apply for free shrubs through the Woodland Trust website and plant them with the Gardening Club by March 2025. Aim to plant at least 50 new trees and shrubs to enhance biodiversity and improve air quality.	March 2025	Deputy Head Teacher and The Gardening Club	Enhanced biodiversity and improved air quality on school grounds, with progress tracked through planting records and observations of local wildlife increases
Enlarge the sensory garden to support student well-being and connect them with nature	Biodiversity & Well-being	Design and further develop a sensory garden by July 2025, incorporating plants that engage the senses (sight, smell, touch, sound). Ensure student involvement in planting and maintenance, with at least 50% of classes participating in related activities	Start of Spring Term 2025	Deputy Head	Increased outdoor learning opportunities, leading to improved student engagement and understanding of environmental topics, evaluated through teacher and student feedback and lesson logs
TRANSPORT					
Complete the school census 'mode of travel' question to gather baseline data on how students and staff travel to school	Climate Education and Green Careers	Complete the school census to collect data on the current modes of travel to school, establishing a baseline to measure future changes.	2025 March	Business Manager & School Council	Data collected will provide insights into current travel habits, allowing the school to measure the effectiveness of future initiatives to encourage sustainable transport.
Establish a "Car-Free Fridays" initiative to reduce vehicle traffic near the school	Decarbonisation & Active Travel	Launch "Car-Free Fridays" starting from Spring Term encouraging families to walk, bike, or use scooters instead of driving. Aim for at least 50% of families to participate, with engagement tracked through a weekly tally and surveys.	Start Spring 2025	Business Manager & School Council	Reduction in car traffic around the school on Fridays, leading to improved air quality and a safer environment. Success measured through participation rates and feedback from the school community
Reduce travel emissions for school trips by considering transport options carefully	Decarbonisation	Update the school trip checklist to include sustainable transport options, ensuring that emissions are minimized by selecting eco-friendly travel modes whenever possible.	December 2024	Business Manager	Reduction in carbon emissions from school trips, tracked by comparing the travel modes used in trip planning and actual trip outcomes.
Host a "Walk to School Week" to promote walking and raise awareness of the benefits of active travel	Active Travel & Climate Education	Organise a "Walk to School Week" with themed days, activities, and challenges to encourage walking. Set a goal for at least 50% of students to walk to school during this week and track the results.	Spring 2025	Global Learning Lead	Increased walking participation, fostering a habit of active travel. Evaluated through participation rates and student/staff reflections post-event.
WATER					
Incorporate local water scarcity and hazard risks into curriculum plans to promote a culture of water conservation	Climate Education and Green Careers	Curriculum plans for Geography and Science include lessons on local water scarcity and hazard risks. Encourage students to develop creative water-saving	September 2025	Deputy Head Teacher and Subject Leads	Increased student awareness and knowledge about water conservation. Evaluation through student feedback and

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		solutions for the school. Progress measured through student projects and engagement			innovative ideas submitted for school-wide consideration.
Promote the use of refillable water bottles and coffee cups among staff, parents, and students. Educate everyone on pouring leftover water onto the school garden.	Climate Education and Green Careers	Reduction in disposable bottle and cup use at school events, with visible re-use of leftover water for garden hydration. Track changes through monitoring waste levels at events.	Spring 2024	Business Manager	Decrease in single-use plastics and an increase in sustainable practices, evaluated through waste audits and observations of water re-use.
Install water butts around the school grounds to collect rainwater for watering allotments and plants	Adaptation and Resilience	Water butts installed at key locations around the school. Measure success through reduced use of potable water for gardening and an increase in the use of collected rainwater.	May 2025	Business Manager, Site Manager & Gardening Club	Improved water efficiency and sustainability in school gardening practices. Impact evaluated through monitoring water butt usage and observing plant health.
Launch a "Water Conservation Ambassadors" program where students lead water-saving initiatives and monitor water use around the school	Climate Education and Green Careers	Recruit and train a group of Water Conservation Ambassadors by May 2025. Ambassadors conduct termly water audits and propose solutions to reduce water waste.	May 2025	Global Learning Lead & Business Manager	Empowered student leadership in water conservation. Evaluation based on audit reports, ambassador proposals, and measurable water use reductions.
ENERGY					
Regular reminders to staff to switch off all lights, appliances, and plugs when not in use	Decarbonisation	Staff compliance tracked through periodic checks and energy audits. Aim to increase adherence by 80% within the first term.	Ongoing	Business Manager	Reduction in energy usage, evaluated through regular energy consumption reports and feedback from staff on energy-saving practices.
Monitor energy costs monthly and investigate concerns, particularly when the building is not in use	Decarbonisation	Monthly monitoring reports produced, highlighting trends and areas of concern. Ensure energy-saving measures are in place during periods of low building use.	Ongoing	Business Manager	Improved energy efficiency and reduced costs, tracked through a downward trend in energy expenditure over the school year.
Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices	Decarbonisation	Thermometers placed in key areas, with regular checks to ensure temperatures are maintained. Immediate adjustments made if temperatures fall outside the specified range.	Ongoing	Site Manager	Consistent and energy-efficient heating levels maintained, evaluated through temperature logs and reduced heating energy consumption.
Heating controls to be used to limit timings and temperature across school	Decarbonisation	Ensure the heating control panel is fully operational by September 2024. Room thermostats will be used to monitor temperatures throughout the day, with adjustments made as needed to ensure efficiency.	Ongoing	Site Manager	Improved temperature regulation, reduced energy consumption, and increased comfort for staff and students. Evaluation through consistent temperature checks and reduced heating bills.
Measure, record and publicise savings	Decarbonisation	Establish a baseline measure of energy use by Spring 2024. Implement a campaign encouraging "switch off" practices. Regularly publicise energy savings through school newsletters and displays.	Spring 2025	Site Manager	Increased awareness of energy savings among staff and students. Impact evaluated through monthly energy reports, showing a reduction in energy usage, and engagement with published results.

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DfE Link	Action	Category
Decarbonisation	Encourage students and staff to recycle electronics. Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 50 electronic items by the end of the academic year.	Waste
Decarbonisation	Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall, and the school office.	Waste
Decarbonisation	Establish a student-led "Climate Champions" to monitor and reduce waste in classrooms and communal areas.	Waste
Decarbonisation	Implement a paper reduction campaign, encouraging double-sided printing and digital alternatives.	Waste
Decarbonisation	Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled, and recycling separated. Educate pupils and staff about the value of resources.	Waste
Decarbonisation	Promote more vegetarian options and reduce the number of meat options/days.	Food
Decarbonisation	Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options.	Food
Decarbonisation	Manage lunchtime to reduce queuing time and ensure all pupils have time to eat and play, reducing food waste due to insufficient eating time.	Food
Decarbonisation	Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school.	Transport
Decarbonisation	Create a clean air zone around school by implementing active solutions (encouraging parents to switch off engines, park away from school, and walk).	Air Quality
Decarbonisation	Regular reminders to staff to switch off all lights, appliances, and plugs when not in use.	Energy
Decarbonisation	Monitor energy costs monthly and investigate concerns, particularly when the building is not in use.	Energy
Decarbonisation	Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices.	Energy
Decarbonisation	Heating controls to be used to limit timings and temperature across school.	Energy
Decarbonisation	Measure, record, and publicise savings.	Energy
Adaptation and Resilience	Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather – particularly by Y5 and Y6 classrooms.	Outdoor Space
Adaptation and Resilience	Install water butts around the school grounds to collect rainwater for watering allotments and plants.	Water
Adaptation and Resilience	Create a clean air zone around school by implementing 'active' solutions (e.g., encouraging parents to switch off engines, park away from school, and walk).	Air Quality
Biodiversity	Grow food in the school allotment, which is then used in cooking lessons.	Food
Biodiversity	The grounds are planted with a range of trees, flowers, and shrubs to improve air quality.	Outdoor Space
Biodiversity	Enlarge the sensory garden (meadow area) next to the pond, to support student well-being and connect them with nature.	Outdoor Space
Climate Education and Green Careers	Host a "Walk to School Week" to promote walking and raise awareness of the benefits of active travel.	Transport

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Climate Education and Green Careers	Complete the school census 'mode of travel' question to gather baseline data on how students and staff travel to school	Transport
Climate Education and Green Careers	Review the current curriculum and links to sustainability and climate change.	Curriculum
Climate Education and Green Careers	Incorporate climate literacy into English lessons by including texts and writing tasks focused on environmental themes.	Curriculum
Climate Education and Green Careers	Review, enrich, and embed opportunities for children to connect with nature and the outdoors throughout the whole curriculum.	Curriculum
Climate Education and Green Careers	Promote green careers to pupils during Science, Geography lessons	Curriculum
Climate Education and Green Careers	Educate pupils about air pollution and how they can reduce their own exposure to pollution and reduce their contribution to it.	Air Quality
Climate Education and Green Careers	Organise a workshop for Upper KS2 children from Cheshire East Air Quality.	Air Quality
Climate Education and Green Careers	Educate students about the impact of food waste on the climate and encourage action at school and at home.	Food
Climate Education and Green Careers	Incorporate local water scarcity and hazard risks into curriculum plans to promote a culture of water conservation.	Water
Climate Education and Green Careers	Promote the use of refillable water bottles and coffee cups among staff, parents, and students. Educate everyone on pouring leftover water onto the school garden.	Water
Climate Education and Green Careers	Launch a "Water Conservation Ambassadors" program where students lead water-saving initiatives and monitor water use around the school.	Water
SDGs and Global Citizenship	Review the current use of the SDGs in the curriculum and find more opportunities to thread them through subjects where they are not yet fully integrated.	Curriculum
Climate Education and Global Collaboration	Develop another international partnership to exchange knowledge and promote global climate action awareness.	Curriculum