



Action plan goal: Decarbonisation.

These actions will help use reduce the amount of power we use as a school and children's behaviours would reflect their understanding. This would translate to lower usage in homes also.

<u>Action</u>	<u>steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Impact</u>
Year 6 Pupil Voice September- October 2026. Understand carbon emissions. Consider how our school contributes through: your school's waste energy usage food wastage transport use & create a whole school pledge. water usage (Year 4)	Conduct bin / waste audit. Check recycling integrity. Review findings and propose recommendations to reduce or recycle waste. Use assembly to show our results: especially crisp packets (soft plastics) Year 6 to present to whole school in assemblies.	½ term.	How to do a plastic waste bin audit - Plastic Free July Climate Friendly Audit – Climate Friendly Schools School-Water-Audit- Water-Night-UK.pdf (waterwise.org.uk)	Behaviour changes & awareness throughout the school and community. Reduced waste: food, rubbish. More children & staff walking or cycling to school.

Energy usage: Change behaviours in our communities by running a 'Switch-off' campaign.	Year 6: Swift's summit: idea creation. Check current behaviours & usage. Encourage students and staff to turn off lights and monitors. Present to assemblies. Provide information to parents/carers in newsletters.	½ a term pupil voice learning.	School audit by Year 6 Monitor behaviours Switch Off Fortnight 2024 - Teacher Guidance - Twinkl	Children in the school will understand the positive effects of reducing power usage. Their behaviour will reflect their understanding by making efforts to reduce usage.
Grow Zone best practices: Reduce / re-use / recycle & adaptation & resilience. Children are encouraged to reflect upon which crops produced well from one year to the next and discuss why this might be	Our Grow zone continues to use peat-free and school-made compost only; re-using plastic trays and yoghurt pots for plant labels. Recent learning: this year's drought meant that beetroots were very small but carrots did well; over time we are growing more perennial flowers as these have greater resilience to the extremes of wet and heat that are becoming more common. In the future, we are planning to trial perennial vegetables for the same reason.	Long term		Best practice to reduce wastage.

Action plan goal: biodiversity.

<u>Action</u>	<u>steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Impact</u>
2026-2027- Year 5 biodiversity project. Increase our school's knowledge of biodiversity by researching our grounds. Increase biodiversity on school property by rewilding areas of school's grounds.	Year 5 pupil voice learning; invite speakers / look at jobs involving biodiversity. Locate an area to research at school. Communicate with community. Select an area of school ground suitable for rewilding. Decide what type of rewilding (wildflower field, pond, insect hotels etc.). Buy native plants, stop using chemicals/ pesticides. Let the area grow. Educate staff, students and community on how we can increase biodiversity in our gardens.	. 1 term.	Use app 'Seek' to record plants, animals and insects <u>Operation Future Hope</u> <u>Seven simple ways to create a wildlife-friendly garden Natural History Museum (nhm.ac.uk)</u> <u>How to make your garden wilder Rewilding Britain</u>	An awareness of reasons for reduced biodiversity in the UK and actions every household can take to increase biodiversity.

Action plan goal: climate education and green careers goals

These actions will enable children to learn about future career paths invested in protecting planet earth.

<u>Action</u>	<u>steps</u>	<u>Timeline</u>	<u>Resources</u>	<u>Impact</u>
2026-2027- Grow Zone & Forest school. children learn sustainable gardening practices.	They learn how to grow, harvest and prepare their own food; how to grow, cut and arrange productive flowers; how to save seed to avoid buying in new seed packets with a large carbon footprint. They also learn how to create supporting structures for plants from on-site, coppiced willow.	. Ongoing throughout KS1 and KS2	Grow Zone and forest school learning.	Reduce carbon footprint, increase sustainable practices, both at school and at home.
Learning about future careers by embedding climate action and green skills into the curriculum wherever possible.	To learn that sustainability should be a vital part in every field.		https://greenjobsfornature.org/school-resources/	For children invested in making a difference in the environment to be given inspiring and creating ideas for future jobs.