

Climate Change and Sustainability Action Plan

Introduction

Northwood Community Primary School is committed to educating our pupils about environmental concerns and the importance of living sustainable and respecting the world that we live in.

Our sustainability team consists of:

- Deputy Head Teacher for Curriculum and Assessment (sustainability lead)
- Headteacher
- School Business Manager
- Forest School and Outdoor Play Lead
- Site Manager
- Head Cook
- Geography subject lead
- Science subject lead
- Careers and Aspiration lead
- Green Team Lead
- Healthy Schools Award Leads

The sustainability team will meet at least once per term to discuss, review and update this action plan.

Each area of action is split into two sections:

1. Commitment to continue with the actions that we are already undertaking
2. Actions that we plan to do

	DfE Link	Actions	Deadline	Responsibility
Curriculum				
Continue to:				
1	Climate education and green careers	Remind pupils and our school community of our Behaviour Code with specific regard to 'Respecting our World' and what that means.		All Staff
2		Teach pupils about their local area, including the different types of land use and habitats, how they are managed, deforestation, flora and fauna and weather patterns through the Geography and Science curriculums.		Teachiing Staff
3		Encourage staff, pupils and parents to correctly use the waste and recycling bins around school.		All Staff
Plan for change:				
1	Climate education and green careers	Explore creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, Art or History.	Review in Summer term 2025	Curriculum Lead
2		Increase integration of climate change into all subjects.		Curriculum Lead
3		Promote green careers to pupils.		Careers and Aspirations Lead
4		Explore ways to teach students about air pollution through the curriculum.		Geography and Science Leads
5		Explore where students will learn about the impact of and how to reduce/eliminate single-use plastics at home.		Geography, Science and PSHE Leads
6		Modify the curriculum so that students learn from and be inspired by climate innovators from around the world.		Science and English Leads
7		Students to take part in a litter survey.	Spring 2	Curriculum Lead

	DfE Link	Actions	Deadline	Responsibility
Waste				
Continue to:				
1	Decarbonisation	Ensure staff community use the waste and recycling bins available correctly.		All Staff
2		Minimise use of paper communication with parents/carers.		SLT
3		Regular litter picks completed in, around school site and in the local community by pupils/Green Team.		Outdoor Play Lead
4		Kitchen waste is composted where possible.		Head Cook
Plan for change:				
1	Decarbonisation	Purchase sustainably sourced, recycled paper.	Spring 2 2025	SBM
2		Encourage students and staff to recycle electronics. - Purchase a recycle station at school for staff and parents to use.	Summer 2025	SBM
3		Work to minimise paper use. - Introduce staff 'codes' entry when printing. - Reminders to only print when necessary. - Photocopiers/printers default set to print on both sides.	Summer 2025	SBM
4		Clear recycling systems in place: - Recycling bins in every classroom - All bins to have clear signage on all what can be recycled	Spring 2 2025	SBM and Site Manager
5		Investigate community litter picks with parents/carers.	Spring 2 2025	Curriculum Lead and Green Team coordinator
6		Investigate using a higher percentage of pre-used uniform for pupils in need.	Spring 2 2025	SBM and Learning Mentors
7		Complete a litter/recycling audit.	Summer 1 2025	SBM and Site Manager
8		Run a 'Switch-off' campaign.	Summer 1 2025	SBM and Site Manager
9		Run a campaign to stop food waste at lunchtime.	Summer 2 2025	SBM and Head Cook

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Investigate pupil visits to recycling centres.

Summer 1 2025

Sustainability Lead

	DfE Link	Actions	Deadline	Responsibility
Food				
Continue to:				
1	Climate education and green careers	Lunch times are managed to ensure are given time to eat (not rushed) to reduce food waste.		OPAL Lead/SLT
2		Pupils have a choice of lunchtime meals - ensuring that they are choosing something that they want to eat resulting in less food waste.		SBM and Head Cook
Plan for change:				
1	Decarbonisation	Reduce single-use plastic and food waste.	Spring 2 2025	SBM & Catering Team
2	Biodiversity	Pupils grown food in the school allotments is used in cooking lessons/forest school cooking.	Summer 2025	Forest School Lead and Head Cook
3	Climate education and green careers	Changes to lunchtime menus are trialled with members of the school council.	Spring 1 2025	Head cook and learning mentors
4	Decarbonisation	Encourage students and staff to bring plastic free packed lunches.	Spring 2 2025	Sustainability Lead
5	Biodiversity	Separate food waste in the food hall.	Spring 2 2025	SBM, Site Manager and Head Cook
6	Biodiversity	Consider separating food waste from classrooms.	Spring 2 2025	SBM, Site Manager and Head Cook
7	Decarbonisation	Reduce non-food waste in the dining room.	Spring 2 2025	SBM, Site Manager and Head Cook

	DfE Link	Actions	Deadline	Responsibility
Air Quality				
Continue to:				
1	Climate education and green careers	Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. There are ample bike racks and places to store (non-electric) scooters.		Phase Leads and Class Teachers
2	Biodiversity	The front of the school, adjacent to the road, is planted with a range of trees and shrubs to improve air quality.		Site Manager
3	Decarbonisation	Staff are encouraged to ensure that windows are opened regularly to help air to circulate and improve student health.		
Plan for change:				
1	Climate education and green careers	Educate students about air pollution and how they can reduce their own exposure to and contribution towards it.	Aut 2025	Curriculum, Science and Geography Leads
2		Consider students taking part in science activities to monitor air quality levels on the school site and in nearby areas.	Aut 2025	Science Lead
3		Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.	Aut 2025	Sustainability Lead
4		Students to create posters to encourage parents to switch-off engines when not needed, and consider alternative forms of transport other than cars.	Aut 2025	Sustainability Lead
5	Adaptation and Resilience	Explore the benefits and viability of starting a school 'walking bus'.	Aut 2025	HT, DHT (attendance), Sustainability Lead and Lead Learning Mentor
6	Climate education and green careers	Pupils to run a Clean Air Day assembly.	Aut 2025	Green Team Lead

7	Biodiversity	Plant more trees and wildflowers around the rear perimeter of the school grounds.	Aut 2025	OPAL/Forest School Lead
8	Adaptation and Resilience	Position air quality monitors around the school and within classrooms to ensure that internal air quality remains good.	Spring 2 2025	SBM

	DfE Link	Actions	Deadline	Responsibility
Travel				
Continue to:				
1	Climate education and green careers	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.		Sustainability Lead/Phase Leads
2		Bikeability training offered to all pupils in key stage 2		Phase Leads
3	Decarbonisation	Shower facilities and lockers are available to staff to encourage active travel		SBM/Site Manager
4	Decarbonisation	Cycle and scooter storage facilities are easily accessible for staff and pupils		SBM/Site Manager
Plan for change:				
1	Climate education and green careers	Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	Spring 1 2025	SBM
2	Decarbonisation	Consider transport modes for school trips. Can travel emissions be reduced? - Add to trip checklist	Spring 2 2025	DHT with responsibility for educational visits
3	Decarbonisation	Consider providing electric vehicle charging points for staff and visitors - Assess the demand. - Consider where the charging points might be situated - Explore the Workplace Charging Scheme guidance	Summer 1 2025	SBM
4	Decarbonisation	Consider starting a walking bus	Autumn 1 2025	HT and DHT with responsibility for Attendance
5	Climate education and green careers	Create and share a map of low pollution walking routes to school	Autumn 1 2025	Sustainability Lead
6	Adaptation and Resilience	Hold an 'Active Travel Challenge' to encourage pupils to walk, cycle or scoot to school	Summer 2025	Green Team Lead

	DfE Link	Actions	Deadline	Responsibility
Reducing Energy				
Continue to:				
1	Decarbonisation	Regular reminders to staff to switch off all lights, appliances and plugs when not in use		SBM/Site Manager
2		Internal lights are PIR operated where appropriate		SBM/Site Manager
3		LED lighting installed where possible		SBM/Site Manager
Plan for change:				
1	Decarbonisation	Regular reminders for windows and doors to be kept closed when heating is on to ensure maximum efficiency and reduce heat loss.	Spring 1 2025	SBM
2		Business Manager and Site Manager to complete the 'Less CO2' course and refer regularly to the ESCC Energy Team checklist and Energy Saving guide.	Summer 1 2025	SBM/Site Manager
3		Measure, record and publicise energy savings. - Baseline measure taken of energy use	Summer 1 2025	SBM
4		Complete an energy audit of the school with professional guidance	Summer 1 2025	SBM

	DfE Link	Actions	Deadline	Responsibility
Outdoor Space				
Continue to:				
1	Biodiversity	Green spaces utilised well across the school		OPAL Lead/HT
2	Climate education and green careers	Forest School on site, sessions run by a trained practitioner providing nurture-led exploration and discovery, supporting pupils to have meaningful experiences with the natural world around them.		Forest School Lead
3	Biodiversity	Planting of native trees and shrubs around the school perimeter to capture more carbon		Forest School Lead/SBM/HT
4	Biodiversity	Wild (no-mow) areas are left around the school site		SBM/HT
5	Biodiversity	Where possible no chemicals to be used within our open spaces to protect wildlife		SBM/HT
Plan for change:				
1	Climate education and green careers	Involve more students in looking after our green spaces.	Spring 2 2025	OPAL Lead/ Green Team Lead
2		Offer after-school clubs that support the protection of local wildlife and green spaces.	Spring 2 2025	After-school clubs co-ordinator
3	Biodiversity	Sow wildflower seeds in the no-mow areas and around the school perimeter	Spring 1 2025	Forest School Lead/Green Team Lead
4	Adaption and Resilience	Explore the introduction of additional shade structures to reduce heat risk and allow time outdoors in hot weather.	Spring 2 2025	HT/SBM
5	Climate education and green careers	Encourage outdoor learning where practicable.	Summer 1 2025	Curriculum Lead/ Phase Lead
6	Biodiversity	Plant additional trees to the border of main field	Aut 2025	HT/SBM/OPAL Lead
	Biodiversity	Bird baths, feeders, bird houses, bug hotels, ponds installed to support wildlife	Spring 2 2025	OPAL/Forest School Lead

	DfE Link	Actions	Deadline	Responsibility
Water				
Continue to:				
1	Adaption and Resilience	All taps are timed flow press button non concussive		SBM/Site Manager
2	Climate education and green careers	Pupils and staff are encouraged to use refillable water bottles. Refill stations are provided.		Phase Leads and Class Teachers
Plan for change:				
1	Climate education and green careers	Adapt curriculum plans to educate pupils about water scarcity and hazard risks to encourage a culture of saving, rather than wasting water	Summer 2025	Curriculum Lead/ Science and Geography Leads
2	Adaption and Resilience	Consider the use of water butts to collect grey water which can then be used to water allotments and plants.	Spring 2 2025	SBM/Site Manager/ Forest School Lead
3	Adaption and Resilience	Complete a water audit	Summer 2025	SBM/Site Manager

	DfE Link	Actions	Deadline	Responsibility
Procurement				
Continue to:				
1	Decarbonisation	Resources are bought with a 'just on time' mindset ensuring a reduction over ordering and reducing waste.		SBM, Phase and Subject Leads
Plan for change:				
1	Decarbonisation	Seek to purchase from suppliers who demonstrate a commitment to carbon reduction and/or Net Zero Target	Spring 2 2025	SBM
2	Decarbonisation	Regularise purchase periods to ensure that the number of deliveries is reduced as much as possible	Spring 2/ Summer 1 2025	SBM
3	Adaption and Resilience	Consider if obsolete materials, furniture and equipment can be re-used or recycled avoiding land fill wherever possible	Summer 2 2025	SBM and Site Manager
4	Decarbonisation	Common purchases are reviewed to identify the most sustainable product	From Spring 1 2025	SBM and Sustainability Lead