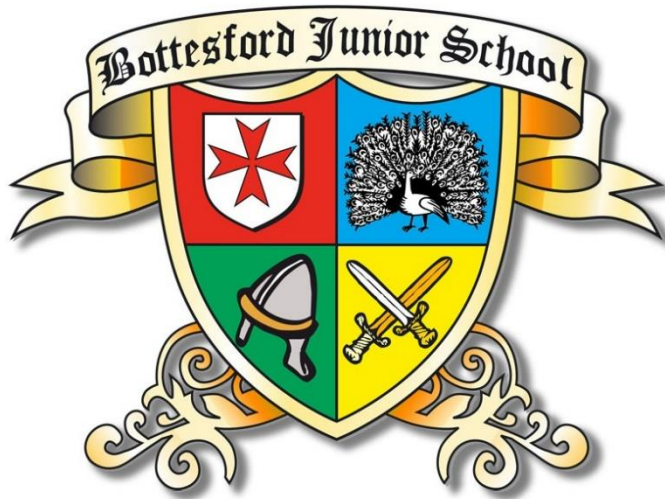


# Bottesford Junior School



## **Sustainability and Climate Change Action Plan 2025-2026**

Bottesford Junior School is committed to educating our pupils about environmental concerns and the importance of living sustainably.

**Our ethos is:**

We are passionate about environmental stewardship and have embedded Outdoor learning, Forest School and our school garden into our outdoor ethos. Our students develop a deep appreciation for the natural world and an awareness of the environmental challenges we face.

**Our Aims are:**

At Bottesford Junior School, we are committed to providing a safe, nurturing, and stimulating environment where every child can thrive and develop a deep appreciation for the world around them. We believe that a well-rounded education encompasses not only academic excellence but also the cultivation of positive attitudes, broad skills, and a strong sense of social responsibility.

Our school plays a pivotal role in encouraging children to care, to question, and to strive to be the best they can be. We recognise that each child is unique and deserving of the opportunity to reach their full potential, regardless of their background or individual needs.

Through our curriculum and additional provision, our children explore not just their role in helping the environment but in how they can shape their community and the world they will grow up in. 'Community' and 'Environment' are two of our school values, and by developing our Sustainability and Climate Change strategy, we will support the children to develop their understanding and experiences so that they can 'live' our values - caring for our world beyond the school environment. This includes a wider sense of their school, local and moving forward global understanding of the contribution and difference they can make in protecting our world.

Our climate change team consists of:

- **Sustainability and Climate Change Leaders** – Geography and Science Leaders (clear links made within the geography and science curriculums to ensure the children have a growing understanding of the impact we are having on our climate)
- **Business Manager** - lead on recycling and energy efficiency
- **Caretaker** – maintaining our outdoor environment and working closely with the climate change team with regards recycling and energy efficiency
- **Eco Councillors** – working alongside the adults with regards recycling and energy efficiencies

Please see the DfE Sustainability and Climate Change: a strategy for the education and children's services systems: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

## Bottesford Junior School commit to continue with the following actions:

Action Area 1: Decarbonisation						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Continue to minimise our paper use	<ul style="list-style-type: none"> <li>• Use 'print log' so printing sits in your log in until staff member arrives at printer</li> <li>• Photocopier to default to print to both sides</li> <li>• Photocopier to default to print in black &amp; white</li> <li>• Reminders to only print when necessary (BM)</li> <li>• Use of IPADs, where appropriate, to share worksheets and reduce the use of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in paper use</li> <li>• Reduction in colour printing</li> <li>• Log of printer ink and toner shows reduction in use and cost</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Ink and toner</li> <li>• Difference in cost between black and white and colour</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Clear recycling systems in place	<ul style="list-style-type: none"> <li>• Clear expectations and signage on what can be recycled (BM)</li> <li>• Separate bins for recycling and clearly labelled (CT)</li> <li>• Recycling separated and pupils and staff educated about the value of resources (all)</li> </ul>	<ul style="list-style-type: none"> <li>• All recycling items separated and correct bins used</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Different bins – in school and main bins to suit the waste</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders to staff and children in an assembly led by the Eco Council supported by to promote recycling - (in autumn term 2025) to support the recycling aim</li> </ul>
Reuse uniform to cut down waste	<ul style="list-style-type: none"> <li>• Pre-loved uniform shop available for all parents and promoted at different events, including transition meetings and parents' evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Parents supported in re-using uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform reused, so no cost</li> </ul>		<ul style="list-style-type: none"> <li>• Eco Council to support this and maintain</li> </ul>
Paperless communication with parents – where possible	<ul style="list-style-type: none"> <li>• Use of Arbor, email and website to communicate with parents in a range of different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Less paper being used</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Ink and toner</li> <li>• Difference in cost between black and white and colour</li> <li>• However want to reduce this cost over time</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
Use of shared dashboard to reduce the amount	<ul style="list-style-type: none"> <li>• Ensure that the Google Drive is used when working off site – shared drives</li> </ul>	<ul style="list-style-type: none"> <li>• Management system used instead of being cloud based</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Education Lincs contract and support for all aspects of IT (£4,368 inc VAT)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

of information on network drives						
Increase the number of children walking to school	<ul style="list-style-type: none"> <li>• Walk to School week annually (Big Sultran Wheel) (PE, Geog and Science leads)</li> <li>• Scooter park provided to support scooting to school</li> <li>• School start and end times planned with feeder infant school to ensure safe and sufficient time to move between sites on foot</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of families walking to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Sultran Wheel resources</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

## Action Area 2: Biodiversity

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Composting on site for staff and pupils food waste	<ul style="list-style-type: none"> <li>• Food waste separated by the children at lunchtime, supported by the lunch team &amp; Eco Council children (lunch staff)</li> <li>• Snack waste separated by the children at other times, supported by the staff (all)</li> <li>• Weekly food waste collections from North Lincs council for recycling externally</li> </ul>	<ul style="list-style-type: none"> <li>• Food waste is composted and this breaks down and reused</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Food waste bins</li> <li>• Charge to the school from North Lincs for waste collection</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly by Eco-Councilors (in autumn term 2025) to support the recycling and composting aim</li> <li>• New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected</li> </ul>
Regular litter picks completed around school site	<ul style="list-style-type: none"> <li>• Caretaker to complete regular litter picks</li> <li>• Raise awareness with the children about putting litter in the bin (all) – Eco-Council to support</li> </ul>	<ul style="list-style-type: none"> <li>• School is safe, tidy and maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 25</li> </ul>	<ul style="list-style-type: none"> <li>• Litter pickers</li> <li>• Gloves and bags</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

## Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>• Conserve water consumption and reuse, where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Water butts used around the school site to collect grey water which is then used to water the garden</li> <li>• Staff to work with the children in collecting water from the water butts and model using this to water the plants in the school garden</li> <li>• Continue to complete termly water meter reading to ensure that consumption is line</li> </ul>	<ul style="list-style-type: none"> <li>• Waste water used to water school garden and plants enabling them to grow and thrive</li> </ul>	<ul style="list-style-type: none"> <li>• Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>• Replace water butts as and when needed</li> <li>• Any damages are fixed quickly</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• CT and BM to work with all staff to promote using the water in the water butts</li> </ul>

	with predictions and report any over usage as soon as possible so any damages are fixed and therefore does not impact negatively on the school budget (caretaker and BM)	<ul style="list-style-type: none"> <li>Water bills are in line with estimates</li> </ul>				
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## Action Area 4: Climate education and green careers goals/outdoor space

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>Continue with a whole school approach which incorporates climate change into the curriculum and school life</li> </ul>	<ul style="list-style-type: none"> <li>Subject leads, especially geography, science and PSHE leads, to audit long term maps and make clear links with climate change and sustainability</li> <li>English writing lead to audit of the current reading spine to include some texts around climate change</li> <li>English lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with BM if there are gaps and ensure they become part of the allocation when books are updated</li> </ul>	<ul style="list-style-type: none"> <li>School library has a range of fiction and non-fiction books which focus on sustainability and climate change</li> <li>Reading spine to reflect a range of texts which focus on climate change and sustainability and these themes are explore with the children</li> <li>Long term maps and medium term plans make clear links to the themes</li> <li>Evidence on ipads and in books which show learning</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum budget to have some funds to update text drivers £200</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop the curriculum plan to teach children about the natural world, nature in their local area, for example habitats, weather patterns, flora and fauna</li> <li>Use the outdoor learning opportunities to support mental health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Termly Forest School sessions planned for all classes throughout the year.</li> <li>Planned bespoke Outdoor learning and learning shared with staff as good practice</li> <li>Learning shared in books/floor books, and on our newsletter - celebration of outdoor learning</li> <li>Subject leaders plans outdoor learning opportunities to further develop the garden space and use produce in cooking, linking to the Design Technology curriculum and Science curriculum to support and understanding around food miles and seasonality</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning is evidence in books and shared with parents – lessons and forest school days</li> <li>Children can articulate their learning around the natural world with confidence</li> <li>An increase of the use of positive learning behaviours being used as children's well-being is supported</li> <li>Outdoor learning space are utilised to support knowledge and skills linked to key curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Started Sept 2024 and continue</li> </ul>	<ul style="list-style-type: none"> <li>TAL3 overtime for Forest School staff on FS days</li> </ul>	<ul style="list-style-type: none"> <li>Grant funding accessed, where possible to further develop the outside space</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

<ul style="list-style-type: none"> <li>Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact</li> </ul>		<ul style="list-style-type: none"> <li>The garden has been developed and has a cycle of planting, growing and then harvesting</li> <li>Children have planned opportunities to use ingredients they have grown in DT lessons</li> </ul>				
<ul style="list-style-type: none"> <li>Continue to develop the outdoor learning space in order to facilitate outdoor learning but also encourage the further development of the natural environment outside in the Forest School area</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop all aspects of the outdoor space – trees, shrubs and planters</li> <li>Continue to maintain the school garden for children to use (gardening club and Eco Councillors)</li> </ul>	<ul style="list-style-type: none"> <li>The Forest School area and other outdoor learning areas have been further developed and are used regularly</li> </ul>	<ul style="list-style-type: none"> <li>Started Sept 2024 and continue</li> </ul>	<ul style="list-style-type: none"> <li>Further grants to be sourced for outside playground and garden development</li> </ul>	<ul style="list-style-type: none"> <li>Grant funding accessed, where possible to further develop the outside space</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<ul style="list-style-type: none"> <li>Food waste at lunchtime is reduced over time</li> </ul>	<ul style="list-style-type: none"> <li>All staff members in the hall are encouraging children to eat as much as possible. Lunchtime staff are manning the waste station and before things are thrown away, they are encouraged to eat more.</li> <li>Waste station is monitored so that waste is disposed of appropriately (identified member of staff)</li> <li>Weekly food waste collection by North Lincs Council</li> </ul>	<ul style="list-style-type: none"> <li>Food waste is composted and this breaks down</li> <li>Different categories of waste is disposed of in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Food waste bins</li> <li>Waste collection charge by North Lincs</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Eco Council to promote recycling and composting and monitor</li> <li>New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected</li> </ul>
<ul style="list-style-type: none"> <li>Meals are pre-ordered to reduce food waste</li> </ul>	<ul style="list-style-type: none"> <li>Meals are managed by the kitchen team in a way that some items are self-selected in advance and some items are self-selected during service ensuring they are choosing what they want to eat, alongside reducing wastage of over cooking through pre-orders</li> <li>Weekly food waste collections from North Lincs for recycling externally</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of waste over time</li> <li>Food waste is composted and this breaks down</li> <li>Different categories of waste is disposed of in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Food waste bins</li> <li>Charge from North Lincs for waste collection</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Eco Council to promote recycling and composting and monitor</li> <li>New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected</li> </ul>

## Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>Reduce the number of cars in and around the site</li> </ul>	<ul style="list-style-type: none"> <li>Walk to School week annually (Big Sultran Wheel)</li> <li>Scooter park provided to support scooting to school</li> <li>School start and end times planned with feeder infant school to ensure safe and sufficient time to move between sites on foot</li> </ul>	<ul style="list-style-type: none"> <li>Increase of children using a scooter or walking to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Sultran Wheel Resources</li> </ul>		<ul style="list-style-type: none"> <li>N/A</li> </ul>

## Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>Reduce the number of cars in and around the site to improve the air quality in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Children are encouraged to come to school on foot, scooter to reduce pollution near school and this regularly promoted through social media and the school newsletter</li> <li>Scooter park offer a space to park within the grounds</li> <li>School start and end times planned with feeder infant school to ensure safe and sufficient time to move between sites on foot</li> </ul>	<ul style="list-style-type: none"> <li>Increase of children using a scooter or walking to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<ul style="list-style-type: none"> <li>Maintain the outdoor learning environment to encourage local wildlife</li> </ul>	<ul style="list-style-type: none"> <li>Within the grounds, there are trees, flowers and shrubs to improve the air quality (<i>links to biodiversity</i>) and continue to plant trees, plants and shrubs which would encourage local wildlife</li> <li>Planting of a 'green corridor' near the main road, secondary Forest School area, for sustainable improvements in air quality</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to increase the number of plants/trees and shrubs outside promotes wildlife into the grounds and this is reflected in outdoor learning curriculum and what is shared on Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Continue to source grants to support the plan of development outside</li> </ul>	<ul style="list-style-type: none"> <li>Continue to source grants to support the plan of development outside</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>



## Action Area 7: Waste, consumption and recycling inc reducing energy

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>Reduce energy consumption and become more energy efficient (<i>links to decarbonisation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>80 Solar panels were installed on the roof and an energy monitor was installed in the main hall.</li> <li>Air conditioning/heater units are installed in all classrooms and office areas. These also provide heating to specific areas in the interim periods – thus delaying the main heating system being used.</li> <li>New energy efficient lighting was installed</li> <li>Regular reminders through staff briefings and emails the importance of switching off lights, appliances and plugs when not in use (led by HT)</li> <li>At the end of each half term all plugs switched off as a way of saving energy (led by caretaker)</li> <li>Energy costs monitored monthly (BM as part of monthly budget monitoring) and any concerns investigated to ensure reduction in energy.</li> <li>Regular reminders for windows and doors to be kept closed when the heating is on to maximise efficiency of insulation and warmth (BM &amp; HT)</li> <li>Use and refer regularly to Energy Savings guide as a way of monitoring efficiencies</li> <li>Heating monitored so the school is of an required temperature and heating temperature reduced or turned off if too warm to reduce heating usage</li> <li>Heating controls to limit timings and temperature across the school</li> <li>Heating turned off at key points in the year to reduce energy consumption</li> </ul>	<ul style="list-style-type: none"> <li>Energy consumption is reduced and this is reflected in energy savings and efficiencies shared with governors as part of budget monitoring</li> <li>Thermostats used to monitor room temperatures</li> <li>Information shared with governors show an energy saving</li> </ul>	<ul style="list-style-type: none"> <li>Continue as already started</li> </ul>		<ul style="list-style-type: none"> <li>Source any funding available as and when needed or opportunities to apply for</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to develop a mindset around resource purchasing to limit wastage (<i>links to decarbonisation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Only those resources which need to be purchased ordered following an audit of current resources (all staff)</li> <li>Continue to raise during briefing about only ordering what you need and to check resources before orders are submitted (BM)</li> <li>Encourage a mindset of re-using items, where possible (all staff)</li> <li>Continue to teach the children about wastage and using resources sparingly (all staff)</li> </ul>	<ul style="list-style-type: none"> <li>Resources ordering shows a reduction in ordering, where needed and reflects within the school budget</li> </ul>	<ul style="list-style-type: none"> <li>Continue as already started</li> </ul>	<ul style="list-style-type: none"> <li>Budget lines for ordering reflect that we are ordering on a needs basis and not a wants basis</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking tool to compare budgeting with other schools <a href="https://www.gov.uk/guidance/benchmark-your-schools-financial-data">https://www.gov.uk/guidance/benchmark-your-schools-financial-data</a></li> </ul>

	<ul style="list-style-type: none"> <li>Consideration given to travel emissions in the supply chain and, where possible, use local suppliers (BM)</li> </ul>					
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## Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> <li>Kitchen team have a commitment to reduce food waste and single use plastics</li> </ul>	<ul style="list-style-type: none"> <li>Specific food waste bins in action and kitchen team and staff support the children with their use</li> <li>Compost food waste from classrooms</li> <li>Weekly food waste collections from North Lincs for recycling externally</li> </ul>	<ul style="list-style-type: none"> <li>Food waste is reduced over time</li> <li>Eco Councillors take food waste and empty milk cartons to the recycling bins daily</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Bins purchased at a cost to the school</li> <li>Waste collection by North Lincs charges</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Eco Councillors to monitor the food waste</li> <li>New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected</li> </ul>
<ul style="list-style-type: none"> <li>Vegetarian options are promoted and part of the daily menu each day.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor vegetarian options being chosen (Kitchen Team)</li> </ul>	<ul style="list-style-type: none"> <li>3 week menu designed by Chartwells who are committed to full traceability to every meal they plan and have a commitment to sustainability to source ingredients from local or regional suppliers</li> </ul>	<ul style="list-style-type: none"> <li>Continue as this has already started</li> </ul>	<ul style="list-style-type: none"> <li>Chartwells meal cost £2.80 per child per meal</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	

## Bottesford Junior School action plan for change:

### Action Area 1: Decarbonisation

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Monitor the temperature levels across the school to maintain temperature for heating purposes</li> </ul>	<ul style="list-style-type: none"> <li>Use room thermometers to monitor temperature levels across the school to maintain the following temperatures (Eco-Councillors to record daily): -18-20 degrees C for parts of the building where there is a normal level of activity, such as classrooms or offices -15 degrees C for corridors, halls, toilets and circulation areas -Temperatures monitored by caretaker</li> </ul>	<ul style="list-style-type: none"> <li>Correct temperature maintained across the school</li> </ul>	<ul style="list-style-type: none"> <li>From Sept 2025</li> </ul>	<ul style="list-style-type: none"> <li>Room thermometers purchased</li> </ul>	
<ul style="list-style-type: none"> <li>Understand the schools carbon footprint by identifying where our emissions come from</li> </ul>	<ul style="list-style-type: none"> <li>Use an online tool (see resources) to get a breakdown of carbon emissions (Climate Team and BM)</li> <li>Eco-Council to conduct a bin audit and food waste audit</li> <li>Eco-Council conduct a review on energy efficiency/energy use (Display Energy certificate)</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the schools carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>Start Sept 2025 &amp; review July 2026</li> </ul>	<a href="https://www.countyourcarbon.org/introducing-the-playground/">https://www.countyourcarbon.org/introducing-the-playground/</a>  <a href="https://www.retrofitaction.org.uk/projects/zero-carbon-action-builder">https://www.retrofitaction.org.uk/projects/zero-carbon-action-builder</a>  <a href="https://letsgozero.org/why-schools/">https://letsgozero.org/why-schools/</a>  <a href="https://www.keepbritaintidy.org/count-your-carbon">https://www.keepbritaintidy.org/count-your-carbon</a> <a href="https://www.eco-schools.org.uk/count-your-carbon/">https://www.eco-schools.org.uk/count-your-carbon/</a>	
<ul style="list-style-type: none"> <li>Change behaviours in our communities by running a 'switch-off' campaign</li> </ul>	<ul style="list-style-type: none"> <li>Eco-Council design posters to remind staff and children to switch lights off. Eco-Council to lead an assembly on the importance of switching lights off</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the electricity bill</li> </ul>	<ul style="list-style-type: none"> <li>Start Sept 2025 &amp; review July 2026</li> </ul>		

### Action Area 2: Biodiversity

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Children continue to grow food within the school garden</li> </ul>	<ul style="list-style-type: none"> <li>Science and DT lead working with the children to plant a variety of food</li> </ul>	<ul style="list-style-type: none"> <li>Growing and harvesting plan in place shows a</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing using the seasons to support the growing cycle</li> </ul>	<ul style="list-style-type: none"> <li>Seeds, compost and bulbs funded through fundraising</li> </ul>	

which is then used in DT lessons (spring term) and by the Kitchen Team	items which can be harvested and then used for DT food lessons <ul style="list-style-type: none"> <li>• Continue to run the gardening club to maintain the school garden</li> <li>• Eco-Council to plan, design and maintain vegetable/salad planters</li> </ul>	cycle of growing and harvesting products		<a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a>  <a href="https://www.rhs.org.uk/education-learning/school-gardening/resources/gardening-club/simple-gardening-club-ideas">https://www.rhs.org.uk/education-learning/school-gardening/resources/gardening-club/simple-gardening-club-ideas</a>  <a href="https://www.treesforcities.org/our-work/schools-programme/school-resources">https://www.treesforcities.org/our-work/schools-programme/school-resources</a>	
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### Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>• Within curriculum plans include learning about local water scarcity and risks to encourage a culture of saving, rather than wasting water</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders to audit their current curriculum maps and find ways to add genuine links with water usage and water waste (subject leads)</li> <li>• English lead to audit current Reading Spine to include some texts around climate change/water</li> <li>• English lead ensure there is availability of texts within the library, which focus on sustainability, climate change and water use. Liaise with BM if there are gaps and ensure they become part of the allocation when books are updated</li> <li>• Progress about water conservation is shared with the wider school community by raising awareness regarding water-saving habits through assemblies, newsletter and information shared through parent workshops/exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of curriculum links across subjects which show where culture of saving water is evident</li> <li>• Evidence within the library and Reading Spine overviews for English where culture of saving water is evident</li> <li>• Evidence in books and in learning show children's understanding of around saving water</li> <li>• Children can articulated their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum review Sept 2025</li> <li>• Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Potential budgetary implications for text drivers, library books and resources £200</li> <li><a href="https://www.rhs.org.uk/education-learning/school-gardening/resources/planet-friendly/conserving-water">https://www.rhs.org.uk/education-learning/school-gardening/resources/planet-friendly/conserving-water</a></li> </ul>	

## Action Area 4: Climate education and green careers goals/outdoor space

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Through planned learning and assemblies continue to encourage behavioural changes in helping the environment, to include sustainability, especially in subjects where this may be absent i.e history, art or PE</li> <li>Increase integration of climate change into all subjects</li> <li>Teach children about how to eliminate single use plastics at home</li> <li>With the changes in recycling in school children are educated on the impact of food waste on the climate and are encouraged to take action at school or at home</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders to audit their current curriculum maps and find ways to add genuine links with sustainability (subject leads)</li> <li>English lead (to audit current Reading Spine to include some texts around climate change</li> <li>English lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with English Lead if there are gaps and ensure they become part of the allocation when books are updated</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of curriculum links across subjects which show the impact of climate change</li> <li>Evidence within the library and Reading Spine overviews for English of climate change being taught</li> <li>Evidence in books and in learning show children's understanding of climate change</li> <li>Children can articulated their learning</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review Autumn 2025 ready for January 2026 to roll out</li> <li>Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026</li> </ul>	<ul style="list-style-type: none"> <li>Potential budgetary implications for text drivers, library books and resources</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to develop the curriculum plans to teach children about the natural world, nature in their local area, for example habitats, weather patterns, flora and fauna</li> <li>Use the outdoor learning opportunities to support mental health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning spaces and Forest School areas are further developed to enable them to learn about habitats, food/plants and nature</li> <li>Outdoor learning spaces are used for vulnerable pupils regularly</li> <li>Bird feeders, bird baths, bird houses, wildlife houses, bug hotels are</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of curriculum links across subjects which show how outdoor learning is taught</li> <li>Evidence within the library and Reading Spine overviews for English of outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review Autumn 2025 ready for January 2026 to roll out</li> <li>Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026</li> </ul>	<ul style="list-style-type: none"> <li>Budgetary implications for Reading Spine, library books and resources</li> <li>Budgetary implications for garden (plants/shrubs/bulbs/seeds)</li> </ul> <p><a href="https://www.rspb.org.uk/helping-nature">https://www.rspb.org.uk/helping-nature</a></p> <p><a href="https://www.froglife.org/">https://www.froglife.org/</a></p> <p><a href="https://www.buglife.org.uk/">https://www.buglife.org.uk/</a></p>	

<ul style="list-style-type: none"> <li>Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact</li> </ul>	<p>renewed to support local wildlife</p>	<ul style="list-style-type: none"> <li>Evidence in books and in learning show children's understanding of the natural world</li> <li>Children can articulated their learning</li> </ul>		<a href="https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/">https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/</a>  <a href="https://www.nhm.ac.uk/discover/seven-ways-to-create-a-wildlife-friendly-garden">https://www.nhm.ac.uk/discover/seven-ways-to-create-a-wildlife-friendly-garden</a>	
<ul style="list-style-type: none"> <li>Further develop the outdoor learning spaces and Forest School areas in order to facilitate more outdoor learning but also encourage the further development of the natural environment outside (<i>links with biodiversity</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Planting of native trees, shrubs and other plants to capture more carbon and with natural solutions</li> <li>Children are involved in looking after our green spaces (all children but led by Eco Councillors)</li> <li>Continue to offer the Gardening club throughout the year (at lunchtime)</li> <li>Wild patches left and wild flower areas around the site begin to develop supporting local wildlife</li> </ul>	<ul style="list-style-type: none"> <li>Grants sourced and used for the items specified</li> <li>Development of the grounds are shared with parents through the newsletter, so they are updated</li> <li>Grounds start to reflect the plan in place</li> </ul>	<ul style="list-style-type: none"> <li>Already started, in places, however continue this over the coming academic years</li> </ul>	<ul style="list-style-type: none"> <li>Source a range of grants</li> </ul>	
<ul style="list-style-type: none"> <li>Have more plants in the outside environment but also indoors</li> </ul>	<ul style="list-style-type: none"> <li>Eco-Councillors to tend to plants in their classrooms</li> <li>Teach children about the benefits of plants/shrubs</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to look after plants and know the benefits they bring</li> </ul>	<ul style="list-style-type: none"> <li>Some plants are already in the library but classrooms do not have any – Spring, 2026</li> </ul>	<ul style="list-style-type: none"> <li>Purchase plants £100</li> </ul>	

## Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Encourage children to choose walking and scooting routes to school which are safer, with less traffic and pollution (<i>link</i></li> </ul>	<ul style="list-style-type: none"> <li>More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies)</li> <li>Walk to School week annually through Sustrans Big Walk and Wheel initiative promoted and celebrated with the children (PSHE lead - NP)</li> <li>Promote a clean air zone around school encouraging parents to switch</li> </ul>	<ul style="list-style-type: none"> <li>Reduced complaints from neighbours regarding parking</li> <li>Pupil surveys indicate more families walking to school</li> </ul>	<ul style="list-style-type: none"> <li>September 2025</li> </ul>	<ul style="list-style-type: none"> <li>Posters published for signs</li> </ul> <a href="https://www.sustrans.org.uk/campaigns/air-quality/">https://www.sustrans.org.uk/campaigns/air-quality/</a>	<ul style="list-style-type: none"> <li></li> </ul>

<i>with air quality)</i>	off engines or parking elsewhere to reduce pollution levels in and around school. Eco Councillors to make clean air zone signs (led by JR and present to Bottesford Town Council for the car parks)	<ul style="list-style-type: none"> <li>Promotion of clean air zone through posters, signs and newsletters</li> </ul>			
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## Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Children learn about air pollution and impact on the natural world <i>(also links with climate education)</i></li> </ul>	<ul style="list-style-type: none"> <li>Geography and science leads to audit the long term maps for their curriculum areas to find clear links to teach children about the impact air pollution has on our environment</li> <li>Medium term plans and short term plans have planned opportunities taught within the curriculum about pollution (subject leaders)</li> <li>English lead to audit Reading Spine overviews to ensure there are some links regarding looking after our world/environment and these books explore themes within their taught English lessons</li> <li>School library offers a range of fiction and non-fiction books which addresses air pollution and the impact on the natural world</li> <li>Within whole school assemblies pollution, climate change and sustainability themes are addressed and discussed with the children</li> </ul>	<ul style="list-style-type: none"> <li>School library has a range of fiction and non-fiction books which focus on sustainability and climate change</li> <li>Reading Spine overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children</li> <li>Long term maps and medium term plans make clear links to the themes</li> <li>Evidence on Seesaw and in books which show learning</li> <li>Children can articulate their learning and understanding around the impact pollution has on our natural world</li> </ul>	<ul style="list-style-type: none"> <li>September 2025</li> </ul>	<ul style="list-style-type: none"> <li>SLS SLA</li> <li>Budget for Reading Spine</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Encourage children to choose walking and scooting</li> </ul>	<ul style="list-style-type: none"> <li>Walk to School week annually and Sustrans Big Walk and Wheel initiative promoted and</li> </ul>	<ul style="list-style-type: none"> <li>Reduced complaints from neighbours regarding parking</li> </ul>	<ul style="list-style-type: none"> <li>September 2025 for key initiatives</li> </ul>		

routes to school which are safer, with less traffic and pollution	celebrated with the children (PSHE lead) <ul style="list-style-type: none"> <li>Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. Eco-Councillors to make clean air zone signs</li> </ul>	<ul style="list-style-type: none"> <li>Pupil surveys indicate more families walking to school</li> <li>Promotion of clean air zone through posters, signs and newsletters</li> <li></li> </ul>			
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## Action Area 7: Waste, consumption and recycling inc energy saving

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> <li>Encourage children, staff and parents to recycle food (<i>also links to decarbonisation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Recycle food bins at school for staff and children to use (CT and MB). Eco-Council put class snack waste into food waste bins</li> <li>Continue to recycle computing equipment through (BM)</li> <li>Incorporate food waste into the DT curriculum (summer)</li> </ul>	<ul style="list-style-type: none"> <li>Recycle food bins at school and is used</li> </ul>	<ul style="list-style-type: none"> <li>Sept 25</li> </ul>	<ul style="list-style-type: none"> <li>Cost of a recycling food bins and potential cost/funds back to school for recycling</li> </ul>	
<ul style="list-style-type: none"> <li>Provide opportunities for further recycling for a range of products i.e batteries, etc) (<i>also links to decarbonisation</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Additional recycling stations at school (led by CT and BM)</li> <li>Items in school recycled/re-used and re-purposed (led by CT and BM)</li> <li>Recycle materials by using in DT and Art e.g. junk modelling in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>Recycle stations at school and is used</li> <li>Children can explain why it is important to recycle and choose to do so</li> </ul>	<ul style="list-style-type: none"> <li>Sept 25</li> </ul>	<ul style="list-style-type: none"> <li>Cost of recycling stations and potential cost/funds back to school for recycling</li> </ul>	
<ul style="list-style-type: none"> <li>Eco-Councillors to support the drive for recycling and support in reducing waste</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding with the Eco Councillors the impact waste has on their school environment and at home – Eco Councillors to present in assembly</li> </ul>	<ul style="list-style-type: none"> <li>Each class/area has a star rating against key climate change areas including energy use/switch off</li> </ul>	<ul style="list-style-type: none"> <li>Eco Councillors in place Sept/Oct 2025</li> <li>Star ratings in place by Summer 2026</li> </ul>	<ul style="list-style-type: none"> <li>Eco Warrior badges cost <a href="https://earthcubs.com/">https://earthcubs.com/</a></li> </ul>	

## Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
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<ul style="list-style-type: none"> <li>• All children have a strong understanding around recycling and food waste</li> <li>• Eco-Councils to support the drive for recycling and support in reducing waste, including food waste <i>(also links to decarbonisation)</i></li> </ul>	<ul style="list-style-type: none"> <li>• New food recycling bins introduced and staff train the children in the items being recycled and what goes in what bin (Spring 2025)</li> <li>• Develop understanding with the Eco Councillors the impact waste has on their school environment and at home – present to school in assembly</li> <li>• Understand how to separate waste products in the classroom and in the hall and promote this with the class (Eco Councillors supported by class staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Waste is recycled and placed in the appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling starts spring 2025 and promoted initially by class staff whilst understanding grows</li> <li>• Eco Councillors in place Sept/Oct 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Bins and signage</li> <li>• Eco Council badges</li> </ul>	
<ul style="list-style-type: none"> <li>• Plant fruits and vegetables in the garden/indoors</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the gardening club (managed by AB)</li> <li>• Food then used as part of DT food in Summer term (DT lead) and by the Kitchen Team</li> </ul>	<ul style="list-style-type: none"> <li>• Produce is grown in the garden and then used in DT and for lunches</li> </ul>	<ul style="list-style-type: none"> <li>• All year round but harvested in summer 26</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of seeds/bulbs</li> <li>• Cost of planters</li> </ul>	