



Sustainability and Climate Change Action Plan

Petersgate Infant School is committed in educating our pupils about environmental concerns and the importance of living sustainably.

Our vision is:

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

Our Aims are:

- To ensure everyone stays healthy and safe.
- To ensure everyone feels valued and has a sense of belonging.
- To provide a high quality learning environment.
- To help everyone enjoy learning and achieve their best.
- To nurture and develop the whole child.
- To ensure everyone makes a positive contribution to the school and wider community.

Through our curriculum and additional provision, 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. Caring is a key SCARF value at our school and by developing our Sustainability and Climate Change strategy, we support the children to develop their value of caring 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 Lead** – Headteacher
- **Senior Administrative Officer (SAO)** – lead on recycling and energy efficiency
- **Well-being and Life Skills Lead** – lead on supporting all children with their emotional and mental health through a nurturing approach for caring for our allotment and growing their understanding of seasonality and food miles
- **Teaching, Learning and Assessment Lead** – working with all subject leaders to ensure clear links are made within their curriculum subjects with climate change and sustainability
- **Science Lead** – clear links made within the science curriculum with growing an understanding of the nature world
- **Geography Lead** – clear links made within the geography curriculum to ensure the children have a growing understanding of the impact we are having on our climate
- **PSHE Lead** – pupil voice, sustainability and citizenship
- **Caretaker** – maintaining our outdoor environment and working closely with SAO with regards recycling and energy efficiency
- **Chair of Governors (CofG)** – continue to work with our Young Governors to grow their understanding of their role and the difference they can make in supporting the school in making decisions. The CofG will continue to source grant funding
- **Volunteer** – supporting the school in their 10 year plan in developing our outdoor grounds/environment
- **Eco Warriors** – working alongside the SAO with regards recycling and energy efficiencies
- **Young Governors** – working alongside the CoG with regards supporting the school in decision making
- **Happiness Heroes** – through the myHappyMind programme supporting children with their emotional and mental health. The importance of learning outdoors in supporting mental health

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>

Petersgate Infant 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	• Use store details so printing sits in your log in (set up by Drift) • Photocopier to default to print to both sides (set up by Drift) • Reminders to only print when necessary (SAO)	• Reduction in paper use • Reduction in colour printing • Log of printer ink and toner shows reduction in use and cost	• Continue as this has already started	• Paper • Ink and toner • Difference in cost between black and white and colour	• N/A	• N/A
Clear recycling systems in place	• Clear expectations and signage on what can be recycled (SAO) • Separate bins for recycling and clearly labelled (led by Suez and SAO) • Recycling separated and pupils and staff educated about the value of resources (all)	• All recycling items separated and correct bins used	• Continue as this has already started	• Different bins – in school and main bins to suit the waste	• N/A	• Introduction of Eco Warriors supported by SAO to promote recycling and monitor • Assembly by Suez (in summer term 2025) to support the recycling aim
Reuse uniform to cut down waste	• Pre-loved uniform available for all parents and promoted at different events, including new Year R events (PoPS) • Clothes bank used regularly by staff and parents (all) – promotion of this	• Parents supported in re-using uniform • Use of clothing bin to reuse items	• Continue as this has already started	• Uniform reused, so no cost	• Use of clothing bin brings in funds (around 20p a kilo goes to PoPS)	• PoPS team to support this and maintain
Paperless communication with parents	• Use of Arbor, Seesaw, social media and website to communicate with parents in a range of different ways (all staff for Seesaw, office team for other means of communication)	• Reduce the amount of printing and ink use by going paperless	• Continue as this has already started	• Paper • Ink and toner • Difference in cost between black and white and colour • However want to reduce this cost over time	• N/A	• Use Microsoft Outlook apps to further support as means of communication
Use of shared dashboard to reduce the amount of information on network drives	• Ensure that the dashboard is used when working off site – shared drives (maintained by Drift)	• Management system used instead of being cloud based	• Continue as this has already started	• Drift IT contract and support for all aspects of IT (£4,368 inc VAT)	• N/A	• N/A
Increase the number of children walking to school	• School travel policy in place and outlines safe school travel	• Increase number of families	• Continue as this has already started	• N/A	• N/A	• N/A

	• Bike racks and scooter pods provided to support cycling/scooting to school • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • Park and Stride promoted through social media and newsletters • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot	walking to and from school				
--	---	----------------------------	--	--	--	--

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	• Food waste separated by the children at lunchtime, supported by the kitchen team (all staff support but led by kitchen team) • Snack waste separated by the children at other times, supported by the staff (all) • Use of composting for some food waste i.e snack waste such as fruit (all) • Weekly food waste collections from Suez for recycling externally	• Food waste is composted and this breaks down and reused	• Continue as this has already started	• Food waste bins • Charge to the school from Suez for waste collection	• N/A	• Introduction of Eco Warriors supported by SAO to promote recycling and composting and monitor • Assembly by Suez (in summer term 2025) to support the recycling and composting aim • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
Regular litter picks completed around school site	• Caretaker to complete regular litter picks • Raise awareness with the children about putting litter in the bin (all) • Continue the Golden Broom and the Golden Brush award	• School is safe, tidy and maintained • Classes and individual children are recognised for their efforts	• Continue as this has already started	• Broom/brush • Litter pickers	• N/A	• N/A

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
• Conserve water consumption and reuse, where possible	• Water butts used around the school site to collect grey water which is then used to water allotments and plants • Well-being and Life Skills lead to work with the children in collecting water from the water butts and model using this to water the plants in the allotment • Continue to complete weekly water meter reading to ensure that consumption is line 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 SAO) • Monthly water meter readings sent to HCC energy team for accurate billing (caretaker and SAO)	• Waste water used to water allotments and plants enabling them to grow and thrive • Water bills are in line with estimates	• Continue as this has already started	• Replace water butts as and when needed • Any damages are fixed quickly	• N/A	• Well-being Lead to work with all children to promote using the water in the water butts

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
• Continue with a whole school approach which incorporates climate change into the curriculum and school life	• Subject leads, especially geography, science and PSHE leads, to audit long term maps and make clear links with climate change and sustainability • English writing lead to audit current text drivers to include some texts around climate change • Library lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated	• School library has a range of fiction and non-fiction books which focus on sustainability and climate change • Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children • Long term maps and medium term plans make clear links to the themes • Evidence on Seesaw and in books which show learning	• Continue as this has already started	• School Library Service (SLS) Service Level Agreement (SLA) updated annually • Curriculum budget to have some funds to update text drivers	• N/A	• N/A

- 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 - Use the outdoor learning opportunities to support mental health and well-being - Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact	- All staff trained with Hampshire Outdoors to support bespoke outdoor learning (Headteacher) - Planned bespoke Outdoor learning once a week and learning shared with staff as good practice monthly (teachers and Well-being and Life Skills lead) - Learning shared on Seesaw, on social media and/or in the newsletter of outdoor learning - Seize opportunities to sources additional opportunities to promote outdoor learning i.e the Ruby Robin award, Outdoor Learning day - A member of staff booked on the Outdoor Learning conference annually - Share the Trailblazer half termly newsletter to support the planning of outdoor learning (Headteacher) - Well-being and Life Skills lead plans outdoor learning opportunities in small grps to support children with Social, Emotional and Mental Health needs as part of their palette of provision - Well-being and Life Skills lead plans outdoor learning opportunities in small grps to further develop the allotment growing space and use produce in cooking, linking to the Design Technology curriculum and Science curriculum to support and understanding around food miles and seasonality - Development of the outdoor classroom as a purposeful learning space and the purchasing of bespoke outdoor learning resources to support the curriculum (Headteacher and Sovereign Play) - Develop the pond area so children can learn about wildlife through their science curriculum (Headteacher and Science lead)	- Outdoor learning is evidence on Seesaw weekly and shared with parents - Children can articulate their learning around the natural world with confidence - An increase of the use of positive learning behaviours being used as children's well-being is supported - Outdoor learning space, including the pond and outdoor classroom are utilised to support knowledge and skills linked to key curriculum areas - The allotment has been developed and has a cycle of planting, growing and then harvesting - Children have planned opportunities to cook using ingredients they have grown	Started Sept 2024 and continue	- Use of Sports Premium - £750 for CPD for staff - Outdoor classroom using Sports Premium £23,311.52 - Outdoor learning equipment and storage £1000 using Sports Premium - Outdoor Learning conference	Grant funding accessed, where possible to further develop the outside space	N/A
Develop the outdoor learning space in order to facilitate outdoor learning but	10 year plan for outdoors presented to governors, with a drawn plan (parent volunteer) - Grants sourced to develop the outside space – includes creating a welcoming space for	- Grants sourced and used for the items specified - Development of the grounds are shared with parents through social media posts and	Started Sept 2024 and continue	£1000 grant sourced for a reading chair and small seats (already sourced and in place) £1000 grant sourced for picnic bench seating	Grant funding accessed, where possible to further develop the outside space	N/A

also encourage the further development of the natural environment outside	staff, children and parents (Chair of Governors) • Develop all aspects of the outdoor space – trees, shrubs and plants, seating areas for children (led by Headteacher) • Clear and develop the pond area to ensure wildlife is preserved and to entice new wildlife in (led by Headteacher and support by Science lead) • Outdoor learning space for Year 1 area further developed to enable them to plan enhanced provision as part of their planned curriculum (Teaching and Learning Lead working alongside CofG regarding grant and future development)	newsletter, so they are updated • Grounds start to reflect the plan in place		outside (already sourced and in place) • £1000 for trees and hedges (already sourced and in place) • £2640 for pond clearance • Further grants to be sourced for Yr 1 outside space and pond development		
• Food waste at lunchtime is reduced over time	• Lunchtimes are monitored and reviewed regularly to reduce queuing time and to ensure there is enough time for the children to eat and time for play so this limits what they are disposing of • All staff members in the hall are encouraging children to eat as much as possible. A member of staff is manning the waste station and before things are thrown away, they are encouraged to eat more. • Waste station is monitored so that waste is disposed of appropriately (identified member of staff) • Weekly food waste collection by Suez	• Food waste is composted and this breaks down • Different categories of waste is disposed of in the appropriate bin	• Continue as this has already started	• Food waste bins • Waste collection charge by Suez	• N/A	• Introduction of Eco Warriors supported by SAO to promote recycling and composting and monitor • Assembly by Suez (in summer term 2025) to support the recycling and composting aim • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
• Meals are pre-ordered to reduce food waste	• 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 • Weekly food waste collections from Suez for recycling externally	• Reduction of waste over time • Food waste is composted and this breaks down • Different categories of waste is disposed of in the appropriate bin	• Continue as this has already started	• Food waste bins • Charge from Suez for waste collection	• N/A	• Introduction of Eco Warriors supported by SAO to promote recycling and composting and monitor • Assembly by Suez (in summer term 2025) to support the recycling and composting aim • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected

Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Reduce the number of cars in and around the site	- Bikeability training offered to all Year R children (PE Lead) (<i>this also links to decarbonisation</i>) - School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and shared with parents and on website (<i>links to air quality</i>) - Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) - Park and Stride promoted through social media and newsletters - School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot	Increase of children using a bike/scooter 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	Continue as this has already started	- Use of Sports Premium funding at a cost of £1000 for the work with the chn and then follow up CPD for staff £3157 for bikes and helmets to support the Yr R curriculum using Sports Premium	Sports Premium funding	N/A

Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Reduce the number of cars in and around the site to improve the air quality in the school community	- Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school and this regularly promoted through social media and the school newsletter - Bike racks and scooter pods offer a space to park bikes and scooters within the grounds - School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and shared with parents and on website (<i>links to air quality</i>) - Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead)	Increase of children using a bike/scooter 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	Continue as this has already started	N/A	N/A	Hampshire Travel Team – My Journey https://myjourneyhampshire.com/media/4355/mj-back-to-school-booklet-2024_25.pdf

	• Park and Stride promoted through social media and newsletters • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot					
• Maintain the outdoor learning environment to encourage local wildlife	• 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	• 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 Seesaw	• Continue as this has already started	• Continue to source grants to support the 10 year plan of development outside	• Continue to source grants to support the 10 year plan of development outside	• N/A

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
• Reduce energy consumption and become more energy efficient (<i>links to decarbonisation</i>)	• New energy efficient boilers were installed by HCC in 2021 • Doors and windows replaced in 2022 • Final lights upgraded to LED 2023 • Regular reminders through staff briefings and emails the importance of switching off lights, appliances and plugs when not in use (led by SAO) • At the end of each half term all plugs switched off as a way of saving energy (led by SAO) • Energy costs monitored monthly (Headteacher as part of monthly budget monitoring) and any concerns investigated to ensure reduction in energy (lead by SAO) • Regular reminders for windows and doors to be kept closed when the heating is on to maximise efficiency of insulation and warmth • Some lights are set on timers to reduce usage (led by SAO) • Use and refer regularly to Energy Savings guide (SAO) as a way of monitoring efficiencies • Heating monitored so the school is of an required temperature and heating	• Energy consumption is reduced and this is reflected in energy savings and efficiencies shared with governors as part of budget monitoring • Thermostats used to monitor room temperatures • Information shared with governors show an energy saving	• Continue as already started	• HCC grants	• Source any funding available as and when needed or opportunities to apply for	• Solar panels for the rest of the building was explored but due to the suitability of the roof, the school could not proceed

	- temperature reduced or turned off if too warm to reduce heating usage - Heating controls to limit timings and temperature across the school - Heating turned off at key points in the year to reduce energy consumption - Solar panels installed on Yr 2 wing to support energy usage - Measure, record and share savings made through governor meetings					
Continue to develop a mindset around resource purchasing to limit wastage (<i>links to decarbonisation</i>)	- Only those resources which need to be purchased ordered following an audit of current resources (all staff) - Continue to raise during briefing about only ordering what you need and to check resources before orders are submitted (SAO) - Encourage a mindset of re-using items, where possible (all staff) - Continue to teach the children about wastage and using resources sparingly (all staff) - Consideration given to travel emissions in the supply chain and, where possible, use local suppliers (SASO)	Resources ordering shows a reduction in ordering, where needed and reflects within the school budget	Continue as already started	Budget lines for ordering reflect that we are ordering on a needs basis and not a wants basis	N/A	Benchmarking tool to compare budgeting with other schools https://www.gov.uk/guidance/benchmark-your-schools-financial-data

Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Kitchen team have a commitment to reduce food waste and single use plastics	- Specific food waste bins in action and kitchen team and staff support the children with their use - Compost food waste from classrooms - Weekly food waste collections from Suez for recycling externally	- Food waste is reduced over time - Key representative/Eco Warriors (when introduced) take food waste to the compost bin daily	Continue as this has already started	- Bins purchased at a cost to the school - Waste collection by Suez charges	N/A	- Introduction of Eco Warriors supported by SAO and Eco Warriors support the kitchen team with monitoring the food waste - New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
Vegetarian options are promoted and part of the daily menu each day.	- Eat them to defeat them initiative to encourage eating vegetables (all staff but led by DT lead) - Monitor vegetarian options being chosen (office team)	3 week menu designed by Hampshire Education Caterers 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	Continue as this has already started	Hampshire Education Catering meal cost £3.20 per child per meal	N/A	https://www.hants.gov.uk/educationandlearning/education-catering to look at their commitment to sustainability and farm to fork

Petersgate Infant School action plan for change:

Action Area 1: Decarbonisation

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Monitor the temperature levels across the school to maintain temperature for heating purposes	- Purchase and use room thermometers to monitor temperature levels across the school to maintain the following temperatures: 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	Correct temperature maintained across the school	From Sept 2025	Room thermometers purchased	

Action Area 2: Biodiversity

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Children continue to grow food within the allotment which is then used in cooking lessons	- Well-being lead working with the children to plant a variety of food items which can be harvested and then used for cooking - Children to work with the Wellbeing and Life Skills Lead to grow an understanding of seasonality and the impact the climate plays on the growing/development of the seeds and bulbs	Growing and harvesting plan in place shows a cycle of growing and harvesting products	Ongoing using the seasons to support the growing cycle	Seeds, compost and bulbs funded by PoPS	

Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
To monitor and improve the air quality within school	- Air quality monitors around the school and are monitored regularly - Learning is planned for the children to understand about air levels and how to monitor them within science (Science lead) - Window maintenance plan developed to help ensure that air is circulated better	- Air quality within school is monitored and shows how it is positively impacting health - Air pollution is monitored and potentially reduced over time	Begin Sept 2027	Source costings for air monitors (Senior Administrative Officer)	

• Within curriculum plans include learning about local water scarcity and risks to encourage a culture of saving, rather than wasting water	• Subject leaders to audit their current curriculum maps and find ways to add genuine links with water usage and water waste (Teaching and Learning Lead and subject leads) • English lead to audit current text drivers to include some texts around climate change/water • Library lead ensure there is availability of texts within the library, which focus on sustainability, climate change and water use. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated • 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 learning drop-ins	• Evidence of curriculum links across subjects which show where culture of saving water is evident • Evidence within the library and text drivers overviews for English where culture of saving water is evident • Evidence on Seesaw and in learning show children's understanding of around saving water • Children can articulated their learning through pupil conferencing	• Curriculum review June 2025 ready for Sept 2025 to roll out • Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026	• Potential budgetary implications for text drivers, library books and resources	•
---	---	--	---	--	---

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
• 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	• Subject leaders to audit their current curriculum maps and find ways to add genuine links with sustainability (Teaching and Learning Lead and subject leads) • English lead to audit current text drivers to include some texts around climate change • Library lead ensure there is availability of texts within the library which focus on sustainability and climate	• Evidence of curriculum links across subjects which show the impact of climate change • Evidence within the library and text drivers overviews for English of climate change being taught • Evidence on Seesaw and in learning show children's	• Curriculum review June 2025 ready for Sept 2025 to roll out • Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026	• Potential budgetary implications for text drivers, library books and resources	•

• Increase integration of climate change into all subjects • Teach children about how to eliminate single use plastics at home • 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	change. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated	understanding of climate change • Children can articulated their learning through pupil conferencing			
• 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 • Use the outdoor learning opportunities to support mental health and well-being • Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact	• Outdoor learning space for Year 1 area further developed to enable them to plan enhanced provision as part of their planned curriculum (Teaching and Learning Lead working alongside CofG regarding grant and future development) • Continue to evolve the outdoor learning curriculum and share good practice within the school and beyond (led by Teaching and Learning Lead) • Introduce the Young Environmentalist Award in conjunction with CJS and the parish council to promote outdoor learning, sustainability and climate change	• Evidence of curriculum links across subjects which show how outdoor learning is taught • Evidence within the library and text drivers overviews for English of outdoor learning • Evidence on Seesaw and in learning show children's understanding of the natural world • Children can articulated their learning through pupil conferencing	• Curriculum review June 2025 ready for Sept 2025 to roll out • Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026	• Potential budgetary implications for text drivers, library books and resources	•
• Seek out good practice and share learning with other settings around climate change and sustainability	• Build links with our local schools through the outdoor learning networks to share good practice (subject leaders for key subjects to share out attending and feeding back)	• Good practice widely recognised within the local community • Implementing ideas from other school evident in learning	• Plan in to 2025-2026	• Budgetary implications of SLA usage for network meetings	•
• Further develop the outdoor learning space in order to facilitate outdoor learning but	• Planting of native trees, shrubs and other plants to capture more carbon and with natural solutions	• Grants sourced and used for the items specified	• Already started, in places, however continue this over	• Source a range of grants led by CofG	•

also encourage the further development of the natural environment outside <i>(links with biodiversity)</i>	• Bird feeders. Bird baths, bird houses, wildlife houses, bug hotels, bee hotels are installed to support local wildlife • Pond is further developed and maintained to support local wildlife • Children are involved in looking after our green spaces (all children but led by Eco Warriors) • Gardening or Outdoor Learning club offered throughout the year • Wild patches left and wild flower areas around the site begin to develop supporting local wildlife	• Development of the grounds are shared with parents through social media posts and newsletter, so they are updated • Grounds start to reflect the plan in place	the coming academic years		
--	--	---	---------------------------	--	--

Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
• Encourage children to choose walking and cycling routes to school which are safer, with less traffic and pollution <i>(link with air quality)</i>	• More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies) • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • Introduce the WOW in conjunction with Hampshire Travel Team, CJS and Living Streets – promoting walking to school (led by HT) • Introduce Mode Shift STARS to support changing travel habits, in conjunction with CJS and Hampshire Travel team (led by HT) • Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. Children to make clean air zone signs (led by HT) • Continue to work with Hampshire travel team to source an additional park and	• Reduced complaints from neighbours regarding parking • Pupil conferencing and parent surveys indicate more families walking to school • Reward scheme shows an increase in children walking to school • Air monitors used before and after initiative to measure impact • Promotion of clean air zone	• September 2025 for key initiatives • Clean air zone begin summer 2026 • Autumn 2026 – Park and Stride site	• WOW challenge is fully funded	•

	stride (led by HT) and promoted with families	through posters, signs and newsletters • Additional park and stride site sought, promoted and used by families			
--	---	---	--	--	--

Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Children learn about air pollution and impact on the natural world <i>(also links with climate education)</i>	- Geography and science lead 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 - Medium term plans and short term plans have planned opportunities taught within the curriculum about pollution (subject leaders) - English lead to audit text driver overviews to ensure there are some links regarding looking after our world/environment and these books explore themes within their taught English lessons - School library offers a range of fiction and non-fiction books which addresses air pollution and the impact on the natural world - Within whole school assemblies pollution, climate change and sustainability themes are addressed and discussed with the children	- School library has a range of fiction and non-fiction books which focus on sustainability and climate change - Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children - Long term maps and medium term plans make clear links to the themes - Evidence on Seesaw and in books which show learning - Children can articulate their learning and understanding around the impact pollution has on our natural world	September 2025	- SLS SLA - Budget for text drivers	
Encourage children to choose walking	More parents/families using the Park and Stride and walking into	Reduced complaints from neighbours regarding parking	September 2025 for key initiatives	WOW challenge is fully funded	

and cycling routes to school which are safer, with less traffic and pollution	school (promoted via social media, newsletters, assemblies) • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • Introduce the WOW in conjunction with Hampshire Travel Team, CJS and Living Streets – promoting walking to school (led by HT) • Introduce Mode Shift STARS to support changing travel habits, in conjunction with CJS and Hampshire Travel team (led by HT) • Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. Children to make clean air zone signs (led by HT) • Continue to work with Hampshire travel team to source an additional park and stride (led by HT) and promoted with families	• Pupil conferencing and parent surveys indicate more families walking to school • Reward scheme shows an increase in children walking to school • Air monitors used before and after initiative to measure impact • Promotion of clean air zone through posters, signs and newsletters • Additional park and stride site sought, promoted and used by families	• Clean air zone begin summer 2026 • Autumn 2026 – Park and Stride site		
---	--	---	--	--	--

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
• Encourage children, staff and parents to recycle electronics (<i>also links to decarbonisation</i>)	• Recycle station at school for staff and families to use (led by SAO) • Continue to recycle computing equipment through Drift IT (led by SAO)	• Recycle station at school and is used	• Spring 2026	• Cost of a recycling station and potential cost/funds back to school for recycling	•
• Provide opportunities for further recycling for a	• Additional recycling stations at school (led by SAO)	• Recycle station at school and is used	• Summer 2026	• Cost of recycling stations and potential cost/funds back to school for recycling	•

range of products i.e batteries, etc) (also links to decarbonisation)	Items in school recycled/re-used and re-purposed (led by SAO and promote by admin team)				
Introduce Eco-Warriors to support the drive for recycling and support in reducing waste	- SAO to introduce what an Eco Warrior is and their role through an assembly alongside the Headteacher - Develop understanding with the Eco Warriors the impact waste has on their school environment and at home	Each class/area has a star rating against key climate change areas including energy use/switch off	- Eco Warriors in place Sept/Oct 2025 - Star ratings in place by Summer 2026	Eco Warrior badges cost	

Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
- All children have a strong understanding around recycling and food waste - Introduce Eco-Warriors to support the drive for recycling and support in reducing waste, including food waste (also links to decarbonisation)	- New recycling bins introduced and staff train the children in the items being recycled and what goes in what bin (Spring 2025) - SAO to introduce what an Eco Warrior is and their role through an assembly alongside the Headteacher - Develop understanding with the Eco Warriors the impact waste has on their school environment and at home - Understand how to separate waste products in the classroom and in the hall and promote this with the class (Eco Warriors supported by class staff) - Eco Warriors to complete a waste audit to examine what is being thrown away and working with the SAO create a waste reduction plan which is shared with staff and children - Encourage children to reduce the plastics in their packed lunch boxes	- Audit created feeding into a waste reduction plan - Waste is recycled and placed in the appropriate bin - Waste reduced in packed lunches and celebrated with the children	- Recycling starts spring 2025 and promoted initially by class staff whilst understanding grows - Eco Warriors in place Sept/Oct 2025 - Waste audit completed by end of Aut 2 2025 - Reduced plastics in lunch box Aut 2026-Sum 2027	- Bins and signage - Eco Warrior badges	