

Eardisley CE Primary School

Climate Change and Sustainability Action Plan

In all that we do our values shine though

“At Eardisley CE Primary School, our vision is to live out through Friendship and Determination, the Christian teaching to ‘love one another.’ This vision, rooted in our shared values, will guide, inspire and nourish, bringing Joy to all.”

(John 15:12)

This document is created in reference to the DfE’s [Sustainability and climate change strategy](#) and the DfE’s [Sustainability leadership and climate action plan guidance](#), which state that by 2025, all education settings should nominate a sustainability lead and have a climate action plan, and the [Let’s Go Zero](#) campaign.



Creating a climate action plan allows the school to take a structured and strategic route toward ensuring our school is acting toward, and educating about, sustainability and climate change.

The school’s vision of ‘Let your light shine’ is essential in preparing children for their futures, and we want to make that future as positive as possible. An understanding of, and respect for, the natural world has long been part of Eardisley’s Rich and Vibrant curriculum and tradition. We are lucky to be influenced positively by the rural community, living and working in an area where farming is an essential part of the community. Our School Eco Council allows pupils to take ownership for initiatives such as recycling and improving biodiversity, as well as suggesting areas for improvement around the school site. Learning about our planet is part of curriculum units, e.g. Continents and Oceans, Climate change, Eardisley and Tanzania, Zero Waste.

Part of the school’s vision is to open the children’s eyes to a bigger world, learning about the British Council Sustainable Goals. The International School Award is essential and celebrated part of this work which we are working towards.

The climate action plan will focus on 4 key areas: decarbonisation and energy efficiency; climate adaptation and resilience; biodiversity and green infrastructure; and climate education and green skills. Our school community will work together to deliver our climate action plan, but it is crucial we engage and work with the wider community, listening to and involving pupils, parents, staff and the broader locality. As part of this, existing relationships will be strengthened and new ones forged, allowing resources and/or capacity to be lent to support green initiatives.

Decarbonisation and Energy Efficiency:

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

Action	Cost benefit	Ease of implementation	Timeframe	Key stakeholders	Link to School Improvement Plan	Progress Track
<p>Sign up to Let's Go Zero.</p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p> <p>Useful links</p> <p>Let's Go Zero</p>	<p>Input:</p> <p>No cost</p> <p>Output:</p> <p>No savings</p>	<p>Easy</p>	<p>Start date:</p> <p>Review date:</p>	<p>Head of School</p>	<p>Personal Development: The school consistently promotes the extensive personal development of pupils through our focus on becoming a sustainable school. We go beyond the expected, so that pupils have access to a wide, rich set of experiences as we work towards a more equitable future. Opportunities for pupils to develop their talents and interests in our pupil-led sustainability work are of exceptional quality.</p>	
<p>Count Your Carbon – Carbon Calculator:</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p> <p>Useful links</p> <p>Count Your carbon</p>	<p>Input:</p> <p>No cost</p> <p>Output:</p> <p>High savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>	<p>Climate Change and Sustainability Lead</p>		
<p>Energy</p>	<p>Input:</p>	<p>Moderate</p>	<p>Start date:</p>	<p>Climate Change and</p>	<p>Personal Development: Our school consistently promotes the</p>	

<p>1. Take part in a Switch off Campaign e.g. Switch off Fortnight: The Pod Campaigns (jointhepod.org) Aim for 10% reduction of energy use (the typical amount saved by participating schools).</p> <ul style="list-style-type: none"> Let's Go: Run an energy reduction campaign <p>2. Replace all existing lights with new energy-efficient LED lighting (using extra DFC funds)</p>	<p>£14000 approx.</p> <p>Output: High savings</p>		<p>Review date:</p>	<p>Sustainability Lead</p>	<p>extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>2. Lighting work completed August 2024</p>
<p>Food</p> <p>1. Consider plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.</p>	<p>Input: Low cost</p> <p>Output: No savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>	<p>SBM</p>	<p>Personal Development: The way our school goes about developing pupils' character through their Climate Conscious choices is exemplary and is worthy of being shared with others. We work with schools across our region sharing our strategies and successes to benefit our wider schools' family.</p>	
<p>Food – waste</p> <p>1. Start composting of food waste by students collecting waste from fruit and monitors taking this out to the compost site.</p> <ul style="list-style-type: none"> Composting for schools / RHS Campaign for School Gardening Resources • Guardians of Grub 	<p>Input: Low cost</p> <p>Output: Low savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>	<p>SBM</p>	<p>Personal Development: The way our school goes about developing pupils' character through their Climate Conscious choices is exemplary and is worthy of being shared with others. We work with schools across our region sharing our strategies and successes to benefit our wider schools family.</p>	

<p>Waste</p> <ol style="list-style-type: none"> Expand our pre-loved uniform opportunities e.g. Christmas fair, parents' evenings and other school events. Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Implement clear signage on bins to support with behaviour change Wastebusters have signs and resources designed for primary age access Food waste bin labels on Guardians of Grub 	<p>Input:</p> <p>1 & 3 No cost</p> <p>2 Low cost for new bins</p> <p>Output:</p> <p>No savings</p>	<p>Easy</p>	<p>Start date:</p> <p>Review date:</p>	<p>SBM</p> <p>FOES</p>	<p>Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.</p>	
<p>Procurement</p> <ol style="list-style-type: none"> Consider following sustainable procurement policy. See Molescroft Primary procurement policy or this example from Eco Schools. E.g. more recycled or reusable products, such as recycled paper, refillable glue sticks, sharpenable student whiteboard markers from suppliers such as Nexus. 	<p>Input:</p> <p>No cost for policy, procurement prices will vary</p> <p>Output:</p> <p>No savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>	<p>SBM</p>	<p>Spiritual, moral, social and cultural development: Our school's sustainability work engenders acceptance of and engagement with the fundamental British values of individual liberty and mutual respect. Activities such as our Eco Team's Uniform recycling work ensure that children know how to value and respect our world and each other.</p>	

<p>Transport</p> <p>1. Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p> <ul style="list-style-type: none"> • Modeshift STARS e.g. Walking Bubbles • International walk to school Month: October 	<p>Input:</p> <p>No cost</p> <p>Output:</p> <p>No savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>	<p>Climate Change and Sustainability Lead</p>	<p>Personal Development: We develop pupils' character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.</p>	
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Climate Adaptation and Resilience:

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

Action	Cost	Ease of implementation	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
<p>Water – Outdoors</p> <p>1. Purchase water butts to reuse rainwater and support outdoor growing projects. Some advice on water butts and an example risk assessment for outdoor gardening activities can be found from the RHS here.</p>	<p>Input:</p> <p>Costs vary with size</p> <p>Output:</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>		<p>OFSTED Spiritual, moral, social and cultural development: Our school sustainability work engenders acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Activities such as</p>	

	No savings				our Eco Team's Water conservation work ensure that children know how to value and respect our world.	
Water – Indoors 1. End of life taps and toilets to be replaced with water saving versions e.g. push press mechanisms, smaller cisterns or half flush buttons.	Input: Medium cost Output: Low savings	Moderate	Start date: Review date:			
Adaptation and Resilience 1. Conduct a climate resilience audit of the school e.g. site to check all windows and blinds open and close, guttering, planting etc. Using this resource from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds. 2. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures. Joint union heatwave protocol National Education Union (neu.org.uk) School to familiarise staff with updated DfE guidance on hot weather. DfE Hot Weather Guidance	Input: Time cost Output: Low savings	Moderate	Start date: Review date:		Leadership and management: Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events.	

Biodiversity and Green Infrastructure:

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

Action	Cost	Ease of implementation	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
<p>Nature</p> <ol style="list-style-type: none"> 1. Register school grounds and follow the free National Education Nature Park 5 part plan including auditing and tracking and increasing biodiversity. 2. Develop outdoor space (forest school or planting area) – funding for this could come from several grants and CAA can send updates on funding as it comes available. <ul style="list-style-type: none"> • Creating wildflower meadows / RHS Gardening • Plantlife's No Mow May Movement 	<p>Input:</p> <p>No cost</p> <p>Output:</p> <p>No savings</p>	<p>Moderate</p>	<p>Start date:</p> <p>Review date:</p>		<p>Behaviour and attitudes: Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school action on protecting nature.</p>	

Climate Education, Green Skills and Green careers:

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

Action	Cost	Ease of implementation	Timeframe	Key stakeholders	Link to School improvement plan	Progress Track
<p>Curriculum</p> <ol style="list-style-type: none"> 1. Audit the current sustainability content in the curriculum, looking for links where climate education can be included, focussing on the British Council Sustainability Goals. You could use the UN SDGs as a guide for this and the following resources to help you find these links: <ul style="list-style-type: none"> • Teach the Future website • MoEE curriculum resources 2. Request an assembly from the Climate Ambassadors Scheme 	<p>Input: Time cost</p> <p>Output: No savings</p>	Moderate	<p>Start date:</p> <p>Review date:</p>	Curriculum Leaders	<p>Quality of Education: The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.</p>	
<p>Culture</p> <ol style="list-style-type: none"> 1. Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get wider community involved e.g. photo diary of plants grown in gardening club or pond, wildflower or no-mow zones. 2. CPD for staff e.g. sharing existing sustainability content and developing 	<p>Input: Time cost</p> <p>Output: No savings</p>	Moderate	<p>Start date:</p> <p>Review date:</p>	Climate Change and Sustainability Lead	<p>Quality of Education: The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.</p>	

skills through Carbon Literacy training or climate FRESK (this can be delivered by your Climate Action Advisor in a 3 hour session with up to 7 staff for Free).

[Carbon Literacy](#)

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