# Kintbury St Mary's CE Primary School

# Climate Action Plan 2025-2028

| Decarbonisation | | | | | |
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| **Our Vision:** *How can our education setting reduce emissions and support students to be part of the transition to net zero?*<br>**Reduce carbon footprint.** | | | | | |
| **Action** | **Responsibility and Key Stakeholders** | **Timescale** | **Information and/or resources required** | **Target/ Measure** | **Progress (Update at regular review points)** |
| Measure carbon footprint and re-run annually to monitor if the schools' carbon footprint is reducing over time. | HT<br>SBM | Annually | **Useful links:**<br>Home - Count Your Carbon<br>UK Climate Change • Let's Go Zero | • Carbon footprint is reduced | |
| Promote walking and cycling to school as a means of reducing car emissions around the school.<br>• Travel survey<br>• Cycle and scooter parking area in the playground | HT | Annually 2025-2026 | **Useful links:**<br>Walk to School Week | • Children enjoy walking, cycling or scooting to school<br>• Increase in the number of children walking, cycling or scooting to school | |

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| All staff and pupils are responsible for switching off lights and electrical equipment when not in use.<br>• All lights have been changed to LED light fittings<br>• Posters to remind staff and pupils to turn off lights | Staff<br>Pupils | 2025-2026<br>Ongoing | | • Electrical items are switched off when not in use<br>• Staff and pupils know why they are being switched off<br>• Posters are displayed | |
| Review recycling procedures.<br>• Recycling bins for food waste, paper/ cardboard, plastic and batteries<br>• Recycle waste bins put in the main areas of the school; office, classrooms, staff room<br>• Ensure all recycling bins are clearly labelled<br>• Clear expectations about what can/ cannot be recycled | SBM<br>Staff<br>Staff | 2025-2026<br>Ongoing | **Useful links:**<br>For inspiration ... \| YoungClimateWarriors<br>Resources - The Action Pack | • Items are recycled whenever possible, reducing the general waste<br>• Children and staff know what and where items can be recycled | |
| Review the companies we purchase from, using local suppliers and materials where possible to reduce travel/ air miles, including for food.<br>• Are we re-using everything we can?<br>• Encourage bring, share and swap<br>• PTA Good as New Uniform Shop is encouraged and promoted<br>• Paperless communication with parents | SBM<br>HT<br>AHT | 2025-2026<br>Ongoing | | • Items are repaired or borrowed where possible<br>• Families are aware of the second-hand uniform<br>• Communication is electronic | |
| Complete audit for further improve performance and become more climate friendly. | AHT | 2025-2026 | **Useful links:**<br>Climate Friendly Energy Audit – Climate Friendly Schools | • Any further improvements identified are added to the plan | |
| **Adaptation and Resilience** | | | | | |

**Our Vision:** *How can we adapt our buildings and systems to prepare for the effects of climate change?*

**Make the site and community more resilient to climate change**

| Action | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
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| Raise awareness around water consumption.<br>• Investigate use of water butts to water plants<br>• Ensure any dripping taps are fixed quickly<br>• Taps are not left running when not in use | AHT<br>SBM<br>Staff<br>Children | 2025-2026<br>Ongoing | **Useful links:**<br>school-water-audit.pdf | • Develop knowledge around waste and resource consumption<br>• Reduce new water consumption | |
| Research and review DfE guidance on hot weather.<br>• Provide parasols for shading outside<br>• Heat wave risk assessment<br>• Use the Learning through Landscapes school grounds survey tool to assess school site | AHT<br>SBM | 2025-2027 | **Useful links:**<br>school-grounds-climate-survey.pdf<br>Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub<br>Shade mapping \| Education Nature Park | • Adverse weather risk assessment is in place<br>• Shaded areas on the school site are in place | |

## Biodiversity

**Our Vision:** *How can we enhance biodiversity, improve air quality and increase access to, and connection with nature?*

| Make the school grounds more supportive of wildlife | | | | | |
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| **Action** | **Responsibility and Key Stakeholders** | **Timescale** | **Information and/or resources required** | **Target/ Measure** | **Progress (Update at regular review points)** |
| Increase natural habitats in the school ground (birds, insects)<br>• Plant wildflowers in an area<br>• Write to local businesses and fundraising grants for donations or grants for soil, plants, seeds and gardening resources<br>• Volunteers to support with developing the area<br>• Involve children in maintaining outdoor areas (plant identification charts/ insect identification charts)<br>• Bird baths, bird house, bee hotels<br>• RSPB Birdwatch | Staff lead<br>HT<br>AHT<br>Volunteers<br>Children | 2025-2028<br>Spring 2026/ annually | **Useful links:** Big Schools' Birdwatch 2025<br>Activities \| Education Nature Park | • Wildflower garden space complete<br>• Increase in birds and insects evident<br>• Annual, birdwatch completed | |
| Redevelop garden areas to ensure that there is an area to grow plants/ food.<br>• School gardening club<br>• Write to local businesses and fundraising grants for donations or grants for soil, plants, seeds and gardening resources<br>• Plant/ food growing area | HT<br>AHT<br>Staff<br>Children | 2025-2028 | **Useful links:**<br>School gardening / RHS | • Gardening club established<br>• Area for children to grow plants and food outside<br>• Raised awareness of food seasonality and food growth | |
| Audit the cleaning products to find out which products are eco-friendly.<br>• Continue to review products and COSHH to maintain our use of eco-friendly versions | SBM | 2025-2026 | | • Cleaning products are not harmful to the environment | |
| **Climate Education and Green Skills** | | | | | |

**Our Vision:** *How can we prepare students for a world impacted by climate change through education and practice?*

**Ensure pupils and teachers are carbon literate and knowledgeable about their role in creating a sustainable future.**

| Action | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
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| Eco Schools – we hold the Green Flag award with distinction<br>• Teacher as Eco Lead supports the pupil Eco-Team<br>• Newsletter to inform, engage and promote collective responsibility for sustainability projects | Staff lead<br>Children | 2025 - 2028 | **Useful links:**<br>What is Eco-Schools? - Eco Schools | • Successful Eco Club<br>• Green Flag accreditation | |
| Audit the curriculum for sustainability content, looking for links where climate education can be included.<br>• Palm oil<br>• Food miles<br>• Healthy eating<br>• Growing food and plants<br>• Plants | EM<br>CR | 2025-2026 | **Useful links:**<br>Eco Adventurers - Teach sustainability \| Twinkl - Twinkl | • Learning points are identified in the curriculum<br>• Additional learning included in the curriculum/ worships | |
| Pupil voice to find out what the children know about climate change, what they think they know about climate change, what they think they can do it and plan actions which they can support as part of class/ whole school social actions.<br>• Eco Team | AHT | | **Useful links:**<br>Climate action in schools | • Pupil Voice completed<br>• Action plan completed<br>• Actions added to Climate Action Plan | |
| Plan and deliver staff CPD to build confidence in climate issues and embed in curriculum. | EM | 2025-2027 | **Useful links:**<br>Building a Sustainable World: Embedding Sustainability into the Primary Curriculum | • Staff are confident with their knowledge of climate issues and how to | |

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| | | | | address them with the children | |
| Embed sustainability across the curriculum.<br>Educate/ communicate to children on conserving resources, with an emphasis on water, with signage/ in play/ worship, through art<br>• Curriculum<br>• Earth Day, Fairtrade Fortnight, local events<br>• Art projects | Teachers | 2025-2028 | **Useful links:**<br>Fairtrade Fortnight 2025<br><br>Fairtrade Fortnight 2025<br><br>Our Education Programme – Newbury Showground<br><br>Activities \| Energy Sparks | • Signs/ posters/ verbal reminders about to support conserving resources<br>• Participation in national events<br>• Greater awareness of sustainability | |