



ELLWOOD COMMUNITY PRIMARY SCHOOL



Sustainability Leadership and Climate Action Plan 2024 – 2027

3 year plan

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Sustainability Leadership and climate Action Plan

	Curriculum Links	Implementation	Impact
<p>1.Decarbonisation</p> <p>- A) Energy</p>	<p>A) Energy Keep Britain Tidy's Count Your Carbon tool - https://www.countyourcarbon.org/home/ Sign up to Climate Friendly Schools for FREE and use their Energy Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-energy-audit/</p>	<p>-Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can -Y5/6 pupils able to walk to and from school – reduce cars used -Heating only on for restricted periods in Autumn/ Winter (Oct – March) -Increase use of renewable energy sources on the school site – kitchen to events to resources in class. -Encourage refillable water bottles from pupils and staff. -Use of cups and plates, not disposable in breakfast club, events and lunch. -Create a positive culture and influence behaviour change around reducing energy use. -Windows are closed unless rooms are up to temperature -Daylight lights, turn off when light targets met and when no one sensed in room – implemented for whole school -Resources are bought with informed decisions so there is reduced waste, bought locally and in 1 place to reduce carbon footprint. Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated. Bins to be labelled clearly with what is able to be put in each bin. Ensure cleaning staff are also following recycling policy when emptying etc. (separate for waste collection).</p>	<ul style="list-style-type: none"> •Increased energy-efficiency across the whole school •Increased use of renewable energy sources on the school site, commitment to this. •There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents •More recycling in school; children will be better educated and able to influence recycling decisions at home.

<p>1.Decarbonisation</p> <p>B) Travel</p>	<p>Keep Britain Tidy's Count Your Carbon tool https://www.countyourcarbon.org/home/ BBC Pollution levels tool - https://www.bbc.co.uk/news/science-environment-42566393 Sign up to TfL's Travel for Life scheme - https://travelforlife.tfl.gov.uk/</p>	<ul style="list-style-type: none"> - Encourage journeys taken by walking, cycling and lift sharing. - Create a positive culture and behaviour change around transport use - School annual census `Mode of Travel` completed with LA? - Recognise the effect emissions have on the environment through teaching across the curriculum (Science, PSHE, Geography, Forest Adventures). - Road safety training annually for all children. Possible visit from LA for LKS2? - Bike-Ability training annually for Y6. - Use of local bus companies for travel to reduce carbon footprint and emissions. - Local visits and residentials monitored – at least 1non – transport local visit a year per year group. - Residentials are local – reduces carbon footprintand emissions effect. 	<ul style="list-style-type: none"> • Encourage journeys taken by walking, cycling and lift sharing. • Create a positive culture and behaviourchange around transport use • Walk to school weeks and initiatives increase this and less pupils are driven to school
<p>2.Adaption and Resilience</p>	<p>https://flood-map-for-planning.service.gov.uk/</p>	<ul style="list-style-type: none"> - Reduce the risk of school closures and disruption to education through maintenance of building and health and safety walks by leaders, LABuilding Service and Site Manager - Update Evacuation procedures annually and policy - Remote Learning strategy and offer in place - Sun shelter, Salt stores for snow / ice. - Protect staff and students from the risks of extreme weather - Ensure school sites can cope with more extreme weather - Annual review of building and priorities. - Recycle technology – use or ensure correctly disposed of. - Eco Ambassadors - Personal Development weekly assemblies, somefocus on Recycle, reuse and adapt - Pre – loved uniform available to all. 	<ul style="list-style-type: none"> • The school is resilient to weather and adverse conditions, minimising the risk of closure

3.Biodiversity	<p>Sign up to Education Nature Park - https://www.educationnaturepark.org.uk/user/register</p> <p>Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site</p> <p>RSPB birdwatch - https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch</p>	<ul style="list-style-type: none"> - Introduce composter for each playground to dispose of fruit waste at playtime. - Kitchen food separated into composting items and non. - Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter. - National Litter Pick Week – be part of it. Encourage to participate at home too. - Pupils growing products; cress, beans, tomatoes, herbs. - Grounds planted with additional trees annually (Tree trust funded saplings donated annually) along perimeter. - Raised beds, nurture garden, green house developed with plants, shrubs, herbs and trees. Well maintained by staff and pupils. - Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces. Implement rota of 1 lesson per week in the Pine Shed to allow all children to enjoy the space, and promote. - EYFS - `Free Range Fridays` outdoor green learning day every week. - Reduce use of chemicals – work with cleaning team and Site Manager. 	<ul style="list-style-type: none"> • Green space on the school site or nearby are maximised and utilised across school, including those in the local area. • Connect pupils and staff with nature • Pupils love of the outdoors • Trips and visits promote biodiversity • Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils
4.Waste and consumption	<p>Plastic Free July's bin audit tool - https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/</p> <p>Sign up to Climate Friendly Schools for FREE and use their Food Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/</p>	<ul style="list-style-type: none"> - Recycle stations for paper, plastics, clothes? Could link in with Rags 2 Riches annual collection. - Eco Ambassadors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. - School kitchen work with Eco Ambassadors to identify changes needed to reduce single use plastics, throw away products - Recycle waste bins across school and collection. - Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose 	<ul style="list-style-type: none"> • We significantly reduce the amount of waste produced on the school site • Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders

	<p>Sign up to Climate Friendly Schools for FREE and use their Consumption Audit tool - https://www.climatefRIENDLYschools.org.uk/theme/CLIMATE-FRIENDLY-consumption-audit/</p> <p>Schools Survey Template - https://www.brent.gov.uk/neighbourhoods-and-communities/community-priorities/CLIMATE-emergency/supporting-communities/CLIMATE-action-in-schools</p>	<ul style="list-style-type: none"> - Composters on playgrounds to put fruit peel and waste in at breaks - Kitchen to separate waste food from non –compostable waste. - Install water tubs for rainwater to water raised beds and school plants - Purchase and look after indoor school plants – 1per classroom as well as communal areas. Links with Science and Health and Wellbeing. - Paper recycle bins and plastic recycling bins in classes and corridors as well as then whole school separated bin collections - Reduction in photocopying and use of paper: Staff training, use of 2:2 copying and sharing information between peers. Utilise iPads more? Photos of work airdropped and then share iPads between peers. Potentially moving away from worksheets in Y2-Y6 and KS2 to be writing I Can’s. - Explore the use of digital folders for subjects such as Computing, Life Skills, DT, RE. The children can be taught to access and do work digitally. 	<ul style="list-style-type: none"> • Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents • Money saved by reduction in photocopying- paper, ink, printer costs.
<p>5.Climate Education and Green jobs</p>	<p>Teach the Future Tracked Changes Project - https://www.teachthefuture.uk/tracked-changes-project</p> <p>Brighton and Hove's Our City Our World conceptual mapping tool - https://www.ourcityourworld.co.uk/wp-content/uploads/2023/02/Conceptual-Milestones-2.pdf</p>	<ul style="list-style-type: none"> - Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel. - Careers: Promoting Green careers to pupils and parents, careers fayre, highlighting roles. - Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects - Eco Ambassadors lead change and drive reductions and understanding through staff and pupils. - Rewards for classes and pupils recycling - Parents support to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking. - Pupil voice and surveys collated; evaluate what they understand, what they perceive as issues and what they 	<ul style="list-style-type: none"> • Staff and Governors actively promote and embedding climate education in their existing curriculum • Teachers are confident in teaching about climate change and it is integral into the curriculum • Pupils have strong knowledge and skills relating to climate change

already know – then use to plan and delivery curriculum and assemblies.

- Teaching pupils and staff to monitor room temperature, lights and items on standby
- Teach and share learning about use of plastic, effect on environment and reusable items in class and school kitchen and at home.

- Pupil's knowledge and skills relating to climate justice increases
- Empower and enabling young people to take climate action is part of the school's culture

Priority Actions

Precise Action	Led by?	When?	Expected Improvement	Monitoring	Resources/ cost inc. time	Progress/Outcome/ Impact Comment (to date):
Daylight lights, turn off when light targets met and when no one sensed in room – implemented for whole school	RM/ GR Eco School children to be in charge for their own classes.	Whenever classroom is left (periods of transition).	Reduced energy usage. Raised awareness and promotion of switching lights off at home.	Occasional checks.	Monitoring time	
Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated. Bins to be labelled clearly with what is able to be put in each bin. Ensure cleaning staff are also following recycling policy when emptying etc. (separate for waste collection).	RM Monitored by class adults daily.	Daily	Children become more aware of recycling and can implement at home. Reduced waste and increase in recycling.	Occasional checks, discussion with staff.	Time to prepare resources. Monitoring time. Cleaners time.	
Pupil voice and surveys collated; evaluate what the children understand, what they perceive as issues and what they already know – then use to plan and deliver curriculum and assemblies.	RM	Annual surveys. Half termly assembly. Planned into current curriculum.	Baseline of understanding and then checks to ensure children are improving in their understanding of sustainability and climate change.	Book looks (cross-curricular). MTPs (check that connections/links are being made).	Monitoring time (pupil conferencing, book looks). Assembly time. Time for CPD for anyone who is not confident delivering.	

Explore ways to reduce paper use/ printer use.	RM/ all staff.	Daily	Reduced cost, reduced emissions and usage of resources. Promotes a better awareness of consumption among staff and children. May improve Computing skills.	Student voice	Monitoring time Time to discuss and train staff.	
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Review of Impact and annual updates

2024-2025

2025-2026

2026 - 2027