Great Smeaton Primary School

Sustainability Leadership and Climate Action Plan 2024 – 2027 3 year plan

	Curriculum Links	Implementation	Impact
Pillar 1 Adaption and Resilience	https://climateambassadors.org.uk/ https://www.educationnaturepark.org.uk/	• Reduce the risk of school closures due to adverse weather conditions through maintenance of building and health and safety walks by leaders • Update Evacuation procedures annually and policy • Remote Learning strategy and offer in place • Sun shelter, (use awnings/ plant more trees), Salt stores for snow / ice. • Protect staff and students from the risks of extreme weather - Use blackout blinds to reduce heat in classrooms • Annual review of building and priorities, use of Devolved Capital to pay for building updates to improve insulation and reduce energy and water consumption • Recycle technology – ensure correctly disposed of. • Eco Ambassadors for Environment and Sustainability in place • Personal Development assemblies, some focus on Resilience, reuse and adapt • Pre – loved uniform available to all. • Paper recycle bins and plastic recycling bins in classes, staffroom and offices 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. • Rainfall collection in water butts to water plants	• The school is resilient to weather and adverse conditions, minimising the risk of closure
Waste and consumption	Plastic Free July's bin audit tool -	• Recycle stations for paper, plastics, glass (Staffroom) and clothes.	We significantly reduce the amount of waste produced on the school site

	https://www.plasticfreejuly.org/ Sign up to Climate Friendly Schools for FREE and use their Food Audit tool – https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/	• Eco Ambassadors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. • Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose • Kitchen to separate waste food from non – compostable waste • Purchase and look after indoor school plants – 1 per classroom as well as communal areas. • Accurate purchasing – not wasting items, food etc.. be sure of numbers, make 1 shopping trip.	• Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders • Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents
Pillar 2 Biodiversity	Sign up to Education Nature Park - https://www.educationnaturepark.o rg.uk/user/register Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.o rg.uk/resources/Explore%20Your% 20School%20Site RSPB birdwatch - https://www.rspb.org.uk/whatshappening/get-ready-for-bigschools-birdwatch	• Litter by pupils regularly in school and the perimeter. • National Litter Pick Week – part of it. • Pupils growing products; cress, beans, tomatoes, herbs. • Grounds planted with additional trees annually along perimeter. • Raised beds, nurture garden, green house developed with plants, shrubs, herbs and trees. Well maintained by staff and pupils. • Pond to encourage wildlife • Make bug hotels and install bird boxes • Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces. • Forest Schools/ environmental area/wild flower meadow • Reduce use of chemicals – work with cleaning team and Site Manager.	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
Pillar 3 Climate Education and Green jobs	Join the 'Let's Go Zero' Campaign **https://letsgozero.org/**	• 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	Staff and Governors actively promoting and embedding climate education in their existing curriculum • Teachers are confidence in teaching about climate change

	Sign up to Climate Friendly Schools for FREE and use their Consumption Audit tool - https://www.climatefriendlyschools.org.uk/climate-friendly-audit/	• 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 the perceive as issues and what they 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	and it is integral to the curriculum • Pupils have strong knowledge and skills relating to climate change • 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
Pillar 4 Decarbonisation - A) Energy	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/** **https://energysparks.uk/** **https://ashden.org/less-co2-schools-climate-programme/** **https://www.transform-our-world.org/home** **https://betterplaneteducation.org.uk/**	• Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever they can • Install energy efficient lighting and insulation • Room thermometers in classes and offices to monitor and turn heating down whenever can • Heating only on for restricted periods in Autumn Winter Oct – March) • 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 • Close blinds to keep classrooms cool • Resources are bought with informed decisions so there is reduced waste, bought locally and in one place to reduce cardon footprint.	• Increased energy efficiency across the whole school • There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents

Decarbonisation B) Travel	Keep Britain Tidy's Count Your Carbon tool https://www.countyourcarbon.org/ **https://www.bbc.co.uk/news/science_and_environment**	• Encourage journeys taken by walking, cycling and public transport • Create a positive culture and behaviour change around transport use • School annual census `Mode of Travel` completed with LA • Recognise the effect emissions has on the environment through teaching across the curriculum • Bikeability training annually for Y6 • Use of local bus companies for travel to reduce carbon footprint and emissions. • Local visits and residentials monitored at least 1 non – transport local visit a year per year group. • Residentials are local – reduces carbon footprint and emissions effect.	• Encourage journeys taken by walking, cycling and public transport • Create a positive culture and behaviour change around transport use • Walk to school weeks and initiatives increase this and less pupils are driven to school • Reduced carbon footprint by 15% from 2025 to 2027 • Investigate use of solar panels – obtaining grant for works – on hold until roof replaced