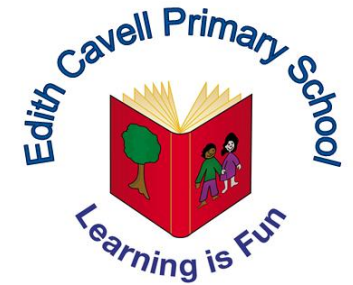


# Edith Cavell Primary School – Sustainability and Climate Action Plan



At Edith Cavell Primary School, we recognise that we have a vital role to play in responding to the climate emergency, caring for nature, and preparing our young learners for a sustainable future. In line with the Department for Education's guidance, we have established a Sustainability and Climate Action Plan.

The UK Government's *Sustainability Leadership & Climate Action Plans* initiative explicitly calls on all education settings to nominate a sustainability lead and develop a climate action plan covering **four key areas**: decarbonisation; adaptation and resilience; biodiversity; and climate education & green careers.

At Edith Cavell Primary School, our policy will guide us in reducing our environmental footprint, strengthening our resilience, enhancing our natural spaces, and embedding climate learning throughout our school. Through the implementation of this policy, we aim to embed a culture of sustainability where every child, staff member, and member of our wider community feels empowered to make a meaningful contribution.

We have set clear objectives and concrete actions across the following pillars:

1. **Decarbonisation** – measuring and reducing our carbon emissions, improving energy efficiency, and exploring low-carbon solutions.
2. **Adaptation & Resilience** – preparing our school site and community for climate impacts such as overheating, flooding, and other weather-related risks.
3. **Biodiversity** – nurturing nature on our grounds, restoring habitats, and connecting with national initiatives like the National Education Nature Park.
4. **Climate Education & Green Careers** – ensuring our curriculum is knowledge-rich, that pupils understand climate science and sustainability, and that they are aware of future green career pathways.

Through this policy, Edith Cavell Primary School aims to be part of a wider movement — one in which schools not only reduce their own environmental impact but also inspire children to be stewards of the planet. We believe that by embedding sustainability into our everyday life, we can build a school community that is greener, more resilient, and ready to seize the opportunities of the green transition.

## Decarbonisation

ACTION & RATIONALE	IMPLEMENTATION	STAKEHOLDERS	TIMEFRAME	TRACKER
<b>Monitor energy use and costings</b> Monitoring energy usage helps schools pinpoint areas of energy waste, from heating inefficiencies to unnecessary lighting. Findings can inform decisions on insulation, lighting upgrades, and behaviour-based energy-saving strategies.	Install new boiler which will run more efficiently and save on energy costs; Track energy costs and compare to previous periods; Continue to isolate the heating of the building at weekends to the hall only (hall hire); Ceiling contains sound-proofing insulation which helps to cut energy costs; Continue to isolate the water heater at weekends to specified areas (main corridor toilets and staff kitchen.)	School Business Manager Site Agent Headteacher	<b>Yearly &amp; monthly</b> – calculate energy costs/usage and compare to previous period <b>Monthly</b> – meter readings sent <b>Daily</b> – smart meter tracker in place	In progress
<b>Set the BMS (building management system) appropriately in the evenings, weekends and school holidays, when the building may be out of use</b> Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.	Central control panel accessible for the main building; Site agent to set appropriate timers during school holidays.	School Business Manager Site Agent	<b>Half termly</b> – timers adjusted for school holiday and half term breaks	In progress
<b>Run a switch off campaign</b> A switch-off campaign raises awareness about energy consumption and encourages simple behavioural changes to reduce waste. Engaging pupils through classroom discussions and realtime energy monitoring can make energy efficiency a long-term habit.	Air conditioning and heating is on timers throughout the school, adjusted as needed throughout the year dependent on weather and external temperature; Class teachers/support staff can now manually adjust their own heating, saving on costs and energy use; Lights across the school are on timers, meaning less energy is wasted; Ensure 4 <sup>th</sup> hall light is off – this is the emergency light; Staff CPD; Reminder posters, created by eco council; Audits conducted; Lesson plans and assemblies.	All staff	<b>Half termly</b> – timers adjusted for heating and air conditioning <b>Daily</b> – class teachers to monitor heating/air-conditioning use in own classrooms	To be fully implemented by February 2026
<b>Use the Outdoor Space for Lessons</b> Outdoor lessons provide pupils with fresh air and a change of scenery while reducing reliance on indoor lighting and heating. Outdoor education fosters engagement and sustainability awareness.	Staff CPD focused on how and when we can use the outside environment across each lesson; At least 50% of P.E lessons take place outside; Early years – continue to develop and improve the outside space; Forest school – continue to run weekly sessions; Communicate barriers to learning outside with the site agent and business manager.	All staff	<b>Half termly</b> – class teachers to consider how and when the outside space can be used <b>Daily</b> – EFYS team using outside space	Ongoing

<b>Reduce Food Waste</b> Reducing food waste cuts greenhouse-gas emissions from farming, transportation, and decomposition in landfills. It also lowers pressure to clear land for agriculture, preserving forests and ecosystems that store carbon.	Food waste produced during school lunchtime is weighed, and the total recorded; MDS to have a target around reducing food waste on their appraisal paperwork; Informing pupils about the benefits of reducing food waste through assemblies and lessons; Continual checking of food waste bin to ensure it doesn't contain plastics or cutlery – magnet used to locate metal and remove it.	Kitchen staff MDS team Headteacher Business manager	<b>Daily</b> – Food waste weighed and recorded <b>Weekly</b> – figure produced	Ongoing
<b>Raise Awareness of School Carbon Footprint – Lunchtime</b> Knowing a meal's carbon footprint helps us choose foods that protect our planet. It shows how much pollution is made, so we can pick greener options and care for Earth.	Lunch option menus now feature a 'green footprint' logo, showing which choice represents the lowest carbon footprint; Share this in assemblies – what does it mean to lower your carbon footprint?; Meat-free Mondays each week on the menu; Investigate individual self-challenges, e.g. can you choose the lowest carbon option for a week?	Kitchen staff MDS team Pupils Parents and carers	<b>Daily</b>	Ongoing
<b>Reducing Textile Waste</b> Reducing textile waste lowers greenhouse-gas emissions by cutting the need for energy-intensive fibre production, dyeing, and manufacturing. It also reduces landfill methane, saves water and chemicals, and encourages circular reuse.	Parents are provided with the option of having a non-branded/logo P.E jumper set, meaning the item can be passed on and reused; Lost property is collected and offered to parents periodically throughout the year; New starters in need of monetary support can be offered spare clothing from the school 'clothing bank'; Larger materials, e.g. curtains, clean bedding, used in classrooms (e.g. covering boards for SATS); Clothing/textiles not able to be used will be taken to a clothing bank.	All staff	<b>Termly</b> – clothing stock reviewed	Ongoing

## Adaptation and Resilience

ACTION & RATIONALE	IMPLEMENTATION	STAKEHOLDERS	TIMEFRAME	TRACKER
<b>Set Up a School Resilience Committee</b> Establishing a resilience committee ensures ongoing adaptation to environmental challenges. This team can assess risks, implement sustainability policies, and coordinate resilience projects.	Hold regular meetings in order to track progress and adjust strategies as needed; Take minutes and disseminate widely to staff where needed; Implement changes and new initiatives following the meetings where appropriate.	Headteacher; Assistant headteacher; Sustainability lead; Business manager; Site agent; School governor	<b>February 2026</b> – review meeting <b>July 2026</b> – review meeting	In progress
<b>Create a School Garden</b> Establishing a school garden allows schools to grow their own fruits and vegetables, reducing reliance on external food sources. This initiative provides hands-on sustainability education, promotes healthy eating, and fosters a sense of community among pupils and staff.	EYFS area to continue to be developed for growing edible items and flowers; Sensory garden developed so it can be used for growing; Eco council involved with growing and gardening; Sourcing recyclable materials/waste items that can be used in the spaces (e.g. tyres, compost etc.)	Headteacher; Assistant headteacher; Sustainability lead; Business manager; Site agent; School governor	<b>April 2026</b> – first gardening club to start	Not started
<b>Create a Sun Safety Policy</b> As heatwaves become more common due to climate change, schools must ensure the wellbeing of pupils and staff during extreme temperatures. Proactive planning helps prevent heat-related illnesses while fostering a healthier, more resilient learning environment.	Review the school's current sun safety policy; Check current guidance relating to trigger levels (4 levels for response) from the DfE; Policy to be available on the school website and school server.	Headteacher; Assistant headteacher	<b>April 2026</b> – review of Sun Safety Policy	In progress
<b>Use Recycled Paper for Printing</b> Schools can significantly reduce their environmental impact by switching to recycled or FSC-certified paper for printing. Recycled paper manufacturing requires less water and energy compared to virgin paper, reducing carbon emissions.	Continue to monitor the paper usage and costs across the school; Research other suppliers and brands if required; Check paper is FSC-certified; Encourage use of scrap paper in classrooms and reducing wastage of printer paper.	All staff	<b>Yearly</b> – review costings and supplier chosen	In progress
<b>Purchase School-Branded Reusable Water Bottles</b> Schools can distribute school-branded reusable water bottles to encourage pupils and staff to move away from single-use plastic bottles. Paired with hydration stations, this initiative promotes healthier drinking habits while reducing plastic waste.	Hydration stations available across the school; Drinking water available from taps in each unit in the school; Encouraging pupils to drink from reusable water bottles rather than single-use bottles or plastic cups; Stock of bottles kept in the school office (purchased on Parent Pay.)	Office staff; Business manager; Teaching staff to monitor use of water bottles in classrooms.	<b>Yearly</b> – review costings and supplier chosen	In progress

<b>Increasing Volume of Material Recycled</b> Recycling helps reduce waste in landfills, conserves natural resources, and saves energy. It also lowers pollution and greenhouse gas emissions, contributing to a healthier environment.	All classrooms to have a recycling bin; Label on bin clearly shows what can be recycled; Other waste material separated into other bins; Cleaning staff to ensure recyclable materials are placed in main recycling bin at the end of the day; Staff CPD/awareness around recycling; Eco council support to encourage good habits around recycling and use of materials; Shredded paper recycling figure monitored – currently saved <b>5.724 trees</b> for the year 2024 – 2025.	All staff	Continual monitoring	In progress
<b>Reducing Volume of Paper Display Materials Purchased</b> Switching from paper backing in classrooms to natural materials. Hessian is more sustainable than paper because it's biodegradable, reusable, and made from low-impact jute fibre. It reduces waste and avoids the chemical processing common in paper production.	All classrooms to have hessian backing for main display boards (English, Maths, Science, Theme); One-time purchase of hessian, replaced as when needed; Look to extend to other areas of the school, e.g. corridors.	Teaching staff; Business manager	<b>September 2024</b> - Hessian purchased	In progress
<b>Sharing Resources with the School Community</b> Signing up to the Tesco food share initiative has several benefits. Food which is nearing its best before date will not go to waste, and the community is supported through the provision of items such as bread, pastries and cakes. This initiative goes some way to supporting families with their weekly food costs.	Items are collected from local Tesco Express stores and brought to school; Items are shared with the most vulnerable families first, and then distributed more widely to the school community; Other items may also be available, e.g. fruit or flowers every so often.	Headteacher; Assistant headteacher; Whole school community	<b>Weekly</b> – Items collected from specified Tesco Express stores each Thursday morning	In progress
<b>Choosing Eco-Friendly Resources (PTA events)</b> Reducing single-use plastics cuts pollution, protects wildlife, lowers carbon emissions, conserves resources, and keeps ecosystems and communities cleaner and healthier.	Carbon-friendly and eco-ethos to events organised and run by the school PTA; No single-use plastics; Emphasis on reusing items from previous years; Hiring equipment instead of buying; Compositable items such as cups; Meat-free options for food.	PTA	<b>Reviewed termly</b> – Items purchased with eco credentials in mind.	In progress

## Biodiversity

ACTION & RATIONALE	IMPLEMENTATION	STAKEHOLDERS	TIMEFRAME	TRACKER
<p><b>Carry out a nature survey</b> Schools can conduct nature surveys to document the species of plants, insects, and animals found on school grounds. This information can help identify areas for biodiversity improvement, such as adding nesting boxes, planting native species, or reducing pesticide use. Engaging pupils in biodiversity monitoring promotes conservation awareness and scientific curiosity.</p>	<p>Edith Cavell Primary School signed up to the NENP (National Education Nature Park); Site mapped and included on NENP website; Activities completed according to tick-list/task tracker; Sharing of plans and resources in staff meetings/via email; Science week (March 2026) is an opportunity for further exploration in this area; KS1 Science curriculum in part is focused around tracking seasonal changes in the school grounds.</p>	<p>All staff</p>	<p>From September 2025</p>	<p>In progress</p>
<p><b>Work with the pupils to get their views on how the school site should look</b> Schools can involve pupils in decision-making about their learning environment, ensuring that sustainability considerations are incorporated. Involving pupils also increases their sense of ownership and responsibility for the school environment.</p>	<p>Creation of eco council; Assemblies focusing on sustainability themes to be held at least termly; Pupil voice activities/questionnaires given to children across the school; Discussions about improving the outdoor areas; Eco council feeding back to headteacher/business manager and school as a whole.</p>	<p>Sustainability lead Eco council</p>	<p>From November 2025</p>	<p>To be started</p>
<p><b>Create a School Pollinator Garden</b> A school pollinator garden provides a habitat for bees, butterflies, and other beneficial insects. By planting native wildflowers and nectar-rich plants, schools can contribute to biodiversity and support local ecosystems. These gardens also serve as valuable outdoor learning spaces where pupils can observe pollination in action and learn about the role of insects in food production.</p>	<p>Science lead to explore opportunities within the Science curriculum where links can be made with the outside area; EYFS area to continue to be developed for growing edible items and flowers; Sensory garden developed so it can be used for growing; Eco council involved with growing and gardening; Sourcing recyclable materials/waste items that can be used in the spaces (e.g. tyres, compost etc.)</p>	<p>Sustainability/Science lead All staff</p>	<p>Throughout the year</p>	<p>In progress</p>
<p><b>Sign your school up to education nature park</b> Schools can participate in local or national education nature park programs to connect pupils with nature-based learning experiences. These programs provide hands-on engagement with biodiversity, conservation, and sustainability.</p>	<p>Sharing resources with teaching and support staff; Staff CPD to navigate website; Staff sign-ups created where needed.</p>	<p>All staff</p>	<p>From September 2025</p>	<p>Completed</p>

## Climate Education and Green Skills

ACTION & RATIONALE	IMPLEMENTATION	STAKEHOLDERS	TIMEFRAME	TRACKER
<p><b>Create a School Eco Committee</b> A school eco committee gives pupils the opportunity to lead sustainability projects, influence school policies, and advocate for environmental improvements. This initiative fosters leadership, encourages responsibility, and ensures sustainability remains a core focus in school decision-making.</p>	<p>Sustainability lead to email about the process for selecting an eco-councillor; Pupils interested in being eco councillor to submit a piece of written information explaining why they think they would be good for the role; Start with KS2 initially, then expand to KS1 in the Spring term; Start to take ideas and assign role to pupils following the first meeting.</p>	<p>Sustainability lead + pupils at E.C</p>	<p><b>November 2026:</b> Pupils chosen for eco council <b>December 2026:</b> First meeting during Wednesday assembly</p>	<p>To do</p>
<p><b>Host a Sustainability-Themed Assembly Each Term</b> Hosting a sustainability-themed assembly each term ensures that pupils remain engaged with environmental topics. These events can feature guest speakers, pupil-led presentations, and school-wide challenges to encourage participation. Assemblies help build a culture of sustainability and reinforce its importance throughout the school community.</p>	<p>First assembly to be held in Autumn term 1 with the general theme of climate change and introducing the sustainability theme; Pupils introduced in assembly 1 to the idea of eco councillor application; Further assemblies to be held on other topics, e.g. recycling, food waste, food miles, fast fashion etc.</p>	<p>C. Dakin Eco council involved where necessary</p>	<p><b>At least termly:</b> Assembly held with the whole school</p>	<p>In progress</p>
<p><b>Organise a pupil-led Energy and Waste Audit</b> A school-wide audit allows pupils to evaluate energy use and waste production, identifying areas for improvement.</p>	<p>Pupils understand real-world sustainability challenges within their school by doing a walk round; Eco councillors to give ideas for practical solutions such as reducing electricity use, recycling more effectively, and cutting down on single-use plastics; Checking whether the lights which on timers work correctly, and following through to inform site agent if they don't; Staff CPD, disseminating in briefings and staff meetings what we have found.</p>	<p>C. Dakin Eco council Teaching staff</p>	<p><b>From December 2025</b></p>	<p>To do</p>
<p><b>Provide staff CPD on Embedding Sustainability in the Curriculum</b> Schools can offer CPD sessions focused on embedding sustainability across subjects, ensuring that educators have the knowledge and resources to integrate environmental topics effectively.</p>	<p>Investigated UCL's free Teaching for Sustainable Futures course; Look how themes around sustainability can be embedded within the curriculum, e.g. Science or Geography; Consider focusing the STEAM project (Summer '26) around sustainability</p>	<p>All staff</p>	<p>As and when, in staff meetings</p>	<p>In progress</p>

<b>Run Forest School Sessions</b> Forest school sessions build environmental awareness by immersing pupils in nature, teaching sustainable practices, encouraging responsible resource use, and developing lifelong respect and care for natural environments.	Staff trained to run, and participate in, Forest School lessons and activities; Pupils engage with Forest School sessions weekly – a different KS each term; The use of natural materials is prioritised; Pupils explore, and are comfortable in, the outside environment; Pupils understand the benefits of learning outside and develop their knowledge about the natural world.	Forest School Lead Teacher; Other Forest School trained staff Pupils Headteacher	<b>Weekly</b> – Forest School sessions run  <b>Termly</b> – group change	In progress
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