



Sustainability and Climate Change Action Plan 25-26



CLIMATE AMBASSADORS
In association with EAUC, STEM Learning and the University of Reading

Subject: Sustainability and Climate Change	Climate and Sustainability Lead: K Wilson.	SLT Lead: A Chalk.
Intent: At Busbridge Infant School we are committed to nurturing environmentally responsible citizens from the earliest years ensuring children understand the impact climate change and environmental sustainability are having on the world around them. We aim to enable children to understand the impact of climate change now and how it will impact their future lives. We aim to provide opportunities to develop and broaden their knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to interpret this knowledge into positive actions and solutions. We endeavor to prepare children with values, confidence and practical skills to make responsible choices proactively and positively contributing to the community and wider world. In line with the DfE Sustainability and Climate Change Strategy, we aim to: • Reduce our environmental impact through areas such as energy, water efficiency and reducing carbon emissions. • Increase climate resilience • Embed sustainability into everyday learning • Empower pupils, staff and families to take positive environmental action by developing their confidence and expertise in understanding climate change and how positive changes can be made. Sustainability leadership and climate action plans in education - GOV.UK		

	Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (KPIs)- Intended Evidence of impact	Monitoring and evaluation of actions and impact (RAG)		
							Autumn	Spring	Summer
	To create strong leadership with shared roles and	Assign roles and responsibilities e.g. climate and	KW	End of Spring 2		Staff assigned key roles and responsibilities.			



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Sustainability Fundamentals	responsibility towards achieving sustainable outcomes throughout the school.	sustainability lead. Meeting with SLT to discuss ideas and action plan implementation. Establish a pupil voice through eco school council members. Publish action plan on school website.				Pupils actively contribute towards sustainable initiative ideas. Website and newsletters state and celebrate achievements towards sustainability.			
	Assess the school's current environmental impact. including limitations, such as land use at school, which might hinder outcomes. As well as current attitudes within our community towards sustainability.	Meeting with SLT to discuss ideas and action plan implementation. Collate data on current energy, water and waste to establish current usage and identify areas for improvement. Discussion at staff meeting to understand current practices and areas to improve and	NG, KW, MA, AC.	End of Spring 2		Understanding of the school's current environmental impact. Clear identification of constraints and areas for development. Pupils can explain their understanding of sustainability and the efforts			



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		promote staff engagement. Pupil voice/conference and class questionnaire. Summary of initial findings to agreed next steps towards sustainable outcomes.				put in place to help. Agreed set of goals created towards achieving sustainability which incorporate staff and pupil ideas. Action plan is adapted where necessary.			
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Biodiversity	To improve the natural biodiversity of the school by understanding the variety of species that live in and around our school.	New woodland planning incorporates lessons across the school on promoting biodiversity in the school grounds.		Spring 2/Summer 1	Resources for clubs such as planting materials and woodland lessons from science and woodland budget.	Pupil voice and observations show increased enthusiasm for nature, habitats and outdoor learning as well as explaining how habitats support biodiversity.			
	Increase understanding and awareness of biodiversity and how it helps develop attitudes towards sustainability.	After school club (Environment Club) created to implement wildlife-friendly features e.g. bug hotels, log piles, bird feeders, pollinator-friendly planting, hedgehog houses and water stations. Activities to include watering, topping up bird feeders and checking bug hotels. Planting of wildflower area on school field. Participation in Godalming in bloom. Community litter pick.		Summer 1/2		Staff and pupils record sightings of insects, birds and other wildlife using simple logs or tally sheets. Pupils demonstrate positive behaviours towards the			



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		Establish annual themed weeks to raise awareness and engagement. i.e. Annual whole school project during Earth week every year (April 16th- 22nd encompassing Earth Day) and whole school assembly to explain and implement. Share progress and developments through newsletters and social media.	KW – Lead whole school assembly on Earth Day 22/4	Summer 1		environment with increased respect for nature.			
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	Recognise pupils' awareness of	New woodland planning incorporates lessons	Sustainability and Science	Spring 1/Summer		Pupil conferencing-			



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Education and Skills	sustainability and determine areas for development of current teaching and learning.	across the school on promoting biodiversity in the school grounds.	lead - KW and Woodland lead – AW.	1		children can explain what sustainability is.			
	Utilise outdoor space to promote climate and sustainability awareness and increase wellbeing.	Work audit of the current curriculum to identify where sustainability and climate change is currently taught.				Planning encompasses sustainability and evidence is displayed in children's work.			
		Conduct a pupil voice assessment to understand children's current understanding and potential misconceptions.				Children can voice their knowledge and understanding as well as the use of the new woodland area.			
		Discussions with staff regarding current practices and identify areas for improvement.							
		Collate all information on findings to highlight areas for development and next steps.							

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Climate Adaptation	Develop knowledge of climate risks and the impact these can have in school. and how to prepare for an emergency.	Review current risk assessments for extreme weather and procedures. Identify areas prone to climate impacts i.e. heavy rain, flooding, heat, high winds.	KW	End of school year.	Science and woodland budget.	Staff and pupils can explain procedures and measures put in place to stay safe.			
	Ensure school site is prepared for changing weather by providing shade, ventilation and access to outdoor shaded areas.	Update assessments and procedures for extreme weather and clearly communicate to staff. i.e. open windows early and keep lights off to prevent excess heat. Assess current provision and potential costings to implement 2 physical adaptations to reduce climate risk impacts. E.g. Identify a designated indoor				Two improvements made.			



		devices. Monitor water usage each term to highlight areas to address.								
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Decarbonisation	To begin to reduce our energy use and explore potential viability of sustainable sources of energy.	Whole school assembly to discuss the importance of reducing carbon footprint and share findings from carbon footprint assessment.	KW	End of academic year.		Learning walks show that classroom lights, IWBs are switched off, during break times, assemblies, outdoor			
	To begin to reduce our Scope 3	Reduce whole-school electricity use by encouraging “lights off” monitors in every							



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	emissions. <i>Scope 3 emissions come from activities like procurement, waste, travel</i> Establish our current carbon footprint and monitor and track progress in its reduction.	classroom, and ensuring all devices are turned off at the socket at the end of the school day. Using an auto shut down if devices are inactive. VIPs are responsible for “lights-off monitoring” when rooms are not in use. Use a carbon footprint tool to calculate initial impact and gather data prior to implementing measures to reduce impact. All staff consistently turn off screens, interactive boards, and devices at the socket when not in use. A clear end-of-day shutdown routine is implemented in every classroom, including classroom computers, tablets charging stations, interactive whiteboards and visualisers. Discuss potential solutions with Eduthing. Classrooms display friendly reminders (e.g., “Switch me off!” signs near switches and				learning, and when sunlight provides enough illumination. Children understand the purpose of reducing electricity use and can explain why their actions help the environment. Monthly or half-termly electricity meter readings or bills show a downward trend in whole-school energy use.			
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		sockets). Whole school assembly to discuss the importance and increase the percentage of pupils using sustainable methods of transport to school. Research implementation of Travel tracker app across the whole school including staff: https://www.traveltracker.org.uk/en-gb/registration/search/ Incorporate/assign environmental targets/projects to school council to track progress and celebrate active-travel achievements in assemblies.	KW introduce through staff meeting. Implement daily as morning job when children come into school. KW attend meeting monthly to assign action consult with MS.						
	Reduce the amount of waste, as a school, we produce.	Cut whole-school paper usage by reducing the number of worksheets. Encourage staff to decrease their usage of printing. Research and consult eduthing on potentially allocating year group	KW	End of academic year.	Science and woodland budget-Food compost bins x8 £5.99 each. https://www.amazon.co.uk/Addis-Everyday-Kitchen-Compost-4-5ltr/dp/B07S6Y9C6Z?source	The school demonstrates year-on-year reduction in paper consumption.			



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	allowances and log usage for printing and photocopying termly. Default double sided printing and black and white. Implementation clearly labelled scrap-paper trays. Whole school assembly to explain and implement a paper recycling scheme which explicitly teaches pupils the importance. Displays of simple visual guidance showing what can and cannot be recycled. In dining hall and around school bins. Clear, labelled recycling bins are implemented throughout the school. Staff meeting on the school's recycling expectations, materials accepted, and how to support pupils in making good choices. Raise awareness of the importance of recycling by working with Art/DT subject	KW – raise ticket with eduthing.		=ps-sl-shoppingads-lpcontext&ref=fpifs&smid=A3P5ROKL5A1OLE&th=1	Learning walks confirm that bins are being used appropriately and not contaminated with general waste. Staff consistently model recycling behaviour and prompt children to use the correct bins. Pupils can explain why recycling is important and identify what materials belong in each bin. Displays across the school promote			
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		leader to discuss whole school art project using recyclable materials. To implement compost fruit waste bins in each classroom.				recycling messages and celebrate achievements.			
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