

TROSNANT
SCHOOLS



Sustainability and Climate Change Action Plan

The Trosnant Federation of Schools is committed in educating our children about environmental concerns and the importance of living sustainably.

Sept 2025, Review due: Sept 2026

Our vision is:

"For all children to grow into responsible, respectful individuals who embody our GROW values who actively and positively contribute to the community."

Our Aims are:

- To ensure all children and families stays healthy and safe.
- To ensure all children and families feels valued and has a sense of belonging.
- To provide a high quality, inclusive learning environment.
- To help all children enjoy learning and achieve their best through inclusive and creative learning.
- To nurture and develop the whole child through inclusive and creative learning journeys.
- To ensure all children and families makes a positive contribution to our community and environment to the federation and wider community.

Through our curriculum and additional provision, children explore their role in helping the environment but in how they can shape their community and the world they will grow up in. Respect and Working Together are key GROW values across our federation and by developing our inclusive and creative Sustainability and Climate Change strategy, we support our children to develop their GROW values beyond the federation environment. This includes a wider sense of their federation, local and moving forward global understanding of the contribution and difference they can make in protecting our world.

Our climate change team consists of:

- Jo Pead - Sustainability and Climate Change Lead
- School Business Manager (SBM) – lead on recycling and energy efficiency
- Well-being and Mental Health Leads – lead on supporting all our children with their emotional and mental health through a nurturing approach including understanding the health benefits of the outdoors and the enjoying and protecting environment
- Wider Curriculum Leads – collaborating with all subject leaders to ensure clear links are made within their curriculum subjects with climate change and sustainability
- Science Lead – clear links made within the science curriculum with developing an understanding of the nature world
- Geography Lead – clear links made within the geography curriculum to ensure the children have a developing understanding of the impact we are having on our climate
- PSHE Lead – pupil voice, sustainability and citizenship and through the My Happy-Mind programme supporting our children with their emotional and mental health. The importance of learning outdoors in supporting mental health
- Site Manager – maintaining our outdoor environment and collaborating with the SBM with regards recycling and energy efficiency
- Chair of Governors (Chair of Governors) – continue to collaborate with our Young Governors to deepen their understanding of their role and the difference they can make in supporting the federation in making decisions. The Chair of Governors will continue to explore funding opportunities
- Volunteers – supporting the federation in their plan in enhancing our outdoor learning environments
- Pupil volunteers – working alongside the Sustainability and Climate Change Lead with regards environmental projects recycling and energy efficiencies
- Changemakers – working alongside the Chair of Governors with regards supporting the federation in decision making

Please see the DfE Sustainability and Climate Change: a strategy for the education and children's services systems:
<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

The Trosnant Federation of Schools commit to continue with the following actions:

Action Area 1: Decarbonisation						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Continue to minimise our paper use	<ul style="list-style-type: none"> • Use store details so printing sits in your log in • Photocopier to default to print to both sides • Reminders to only print when necessary 	<ul style="list-style-type: none"> • Reduction in paper use • Reduction in colour printing • Log of printer ink and toner shows reduction in use and cost 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Paper • Ink and toner • Difference in cost between black and white and colour 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Clear recycling systems in place	<ul style="list-style-type: none"> • Clear expectations and signage on what can be recycled • Separate bins for recycling and clearly labelled • Recycling separated and pupils and staff educated about the value of resources 	<ul style="list-style-type: none"> • All recycling items separated, and correct bins used 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Different bins – in school and main bins to suit the waste 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by JForest School Lead to promote recycling and monitor
Reuse uniform to cut down waste	<ul style="list-style-type: none"> • Pre-loved uniform available for all parents and promoted at different events, including new Year R events 	<ul style="list-style-type: none"> • Parents supported in re-using uniform 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Uniform reused, so no cost 		Office staff to oversee pre-loved uniform.
Paperless communication with parents	<ul style="list-style-type: none"> • Use of Arbor, social media and website to communicate with parents in a range of different ways 	<ul style="list-style-type: none"> • Reduce the amount of printing and ink use by 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Paper • Ink and toner • Difference in cost between black and white and colour 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Use Microsoft Outlook apps to further support as means of communication

		going paperless		<ul style="list-style-type: none"> • However want to reduce this cost over time 		
Increase the number of children walking to school	<ul style="list-style-type: none"> • School travel policy in place and outlines safe school travel • Bike store and scooter store provided to support cycling/scooting to school • Walk to School week annually and Walktober promoted and celebrated with the children • Park and Stride promoted through social media and newsletters 	<ul style="list-style-type: none"> • Increase number of families walking to and from school 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Action Area 2: Biodiversity

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Composting on site for staff and pupils food waste	<ul style="list-style-type: none"> • Food waste separated by the children at lunchtime, supported by the kitchen team • Snack waste separated by the children at other times, supported by the staff • Use of composting for some food waste i.e snack waste such as fruit (all) 	<ul style="list-style-type: none"> • Food waste is composted and this breaks down and reused 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Charge to the school from Suez for waste collection 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected

	<ul style="list-style-type: none"> Weekly food waste collections for recycling externally 					
Regular litter picks completed around school site	<ul style="list-style-type: none"> Site Manager to complete regular litter picks Raise awareness with the children about putting litter in the bin (all) 	<ul style="list-style-type: none"> School is safe, tidy and maintained Classes and individual children are recognised for their efforts 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> Broom/brush Litter pickers 	<ul style="list-style-type: none"> Forest School Lead to look into funding for more litter pickers so each class can have one or two. 	<ul style="list-style-type: none"> Litter picks to be completed as part of KS2 Forest school experiences when learning about their environment and the climate.

Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Conserve water consumption and reuse, where possible 	<ul style="list-style-type: none"> Water butts used around the school site to collect grey water which is then used to water the forest school fruit and vegetables and plants Well-being and Life Skills lead to work with the children in collecting water using Southern Water planter systems which the plants in planters Continue to complete weekly water meter reading to ensure that consumption is line with predictions and report any over 	<ul style="list-style-type: none"> Waste water used to water the forest school fruit and vegetables s and plants enabling them to grow and thrive 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> Any damages are fixed quickly 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Well-being Lead to work with all children to promote

	usage as soon as possible so any damages are fixed and therefore does not impact negatively on the school budget	<ul style="list-style-type: none"> • Water bills are in line with estimates 				
--	--	--	--	--	--	--

Action Area 4: Climate education and green careers goals/outdoor space

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Continue with a whole school approach which incorporates climate change into the curriculum and school life 	<ul style="list-style-type: none"> • Subject leads, especially geography, science and PSHE leads, to audit long term maps and make clear links with climate change and sustainability • English writing lead to audit current text drivers to include some texts around climate change • Library lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated • Forest school to support subjects leads with links from the curriculum 	<ul style="list-style-type: none"> • School library has a range of fiction and non-fiction books which focus on sustainability and climate change • Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children • Long term maps and medium term plans make clear links to the themes • Evidence in books which show learning 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • School Library Service (SLS) Service Level Agreement (SLA) updated annually • Curriculum budget to have some funds to update text drivers 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

<ul style="list-style-type: none"> • Continue to develop the curriculum plan to teach children about the natural world, nature in their local area, for example habitats, weather patterns, flora and fauna • Use the outdoor learning opportunities to support mental health and well-being • Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact 	<ul style="list-style-type: none"> • All staff trained with Hampshire Outdoors to support bespoke outdoor learning • Planned bespoke Outdoor learning once a week and learning shared with staff as good practice monthly • Learning shared on Seesaw, on social media and/or in the newsletter of outdoor learning • Seize opportunities to sources additional opportunities to promote outdoor learning • A member of staff booked on the Outdoor Learning conference annually • Share the Trailblazer half termly newsletter to support the planning of outdoor learning • Well-being and Life Skills lead plans outdoor learning opportunities in small groups to support children with Social, Emotional and Mental Health needs as part of their palette of provision • Well-being and Life Skills lead plans outdoor learning opportunities in small groups to further develop the the forest school fruit and 	<ul style="list-style-type: none"> • Outdoor learning shared with parents • Children can articulate their learning around the natural world with confidence • An increase of the use of positive learning behaviours being used as children's well-being is supported • Outdoor learning space, including the pond and outdoor classroom are utilised to support knowledge and skills linked to key curriculum areas • The the forest school fruit and vegetables has been developed and has a cycle of planting, growing and then harvesting • Children have planned opportunities to cook using 	<ul style="list-style-type: none"> • Sept 2025 and continue 	<ul style="list-style-type: none"> • Use of Sports Premium - for CPD for staff • Outdoor classroom/Forest School beach School • Outdoor learning equipment and storage • Outdoor Learning conference 	<ul style="list-style-type: none"> • Grant funding accessed, where possible to further develop the outside space 	<ul style="list-style-type: none"> • N/A
---	---	---	--	--	---	---

	<p>vegetables growing space and use produce in cooking, linking to the Design Technology curriculum and Science curriculum to support and understanding around food miles and seasonality</p> <ul style="list-style-type: none"> • Development of the outdoor environment as a purposeful learning space and the purchasing of bespoke outdoor learning resources to support the curriculum • Develop the pond area so children can learn about wildlife through their science curriculum 	<p>ingredients they have grown</p>				
<ul style="list-style-type: none"> • Develop the outdoor learning space in order to facilitate outdoor learning but also encourage the further development of the natural environment outside 	<ul style="list-style-type: none"> • Grants sourced to develop the outside space • Develop all aspects of the outdoor space – trees, shrubs and plants, seating areas for children 	<ul style="list-style-type: none"> • Grants sourced and used for the items specified • Development of the grounds are shared with parents through social media posts and newsletter, so they are updated • Grounds start to reflect the plan in place 	<ul style="list-style-type: none"> • Sept 2025 and continue 	<ul style="list-style-type: none"> • Further grants to be sourced / School budget 	<ul style="list-style-type: none"> • Grant funding accessed, where possible to further develop the outside space 	<ul style="list-style-type: none"> • N/A

<ul style="list-style-type: none"> • Food waste at lunchtime is reduced over time 	<ul style="list-style-type: none"> • Lunchtimes are monitored and reviewed regularly to reduce queuing time and to ensure there is enough time for the children to eat and time for play so this limits what they are disposing of • All staff members in the hall are encouraging children to eat as much as possible. A member of staff is manning the waste station and before things are thrown away, they are encouraged to eat more. • Waste station is monitored so that waste is disposed of appropriately (identified member of staff) • Weekly food waste collection by Suez 	<ul style="list-style-type: none"> • Food waste is composted and this breaks down • Different categories of waste is disposed of in the appropriate bin 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Waste collection charge by Suez 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of pupil groups to promote recycling and composting and monitor • Assembly to support the recycling and composting aim • New corporate waste legislation started April 2025 where employees must separate out dry mixed recycling and food waste to be collected
<ul style="list-style-type: none"> • Meals are pre-ordered to reduce food waste 	<ul style="list-style-type: none"> • Meals are managed by the kitchen team in a way that some items are self-selected in advance and some items are self-selected during service ensuring they are choosing what they want to eat, alongside reducing wastage of over cooking through pre-orders • Weekly food waste collections from Suez for recycling externally 	<ul style="list-style-type: none"> • Reduction of waste over time • Food waste is composted and this breaks down • Different categories of waste is disposed of in the appropriate bin 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Charge from Suez for waste collection 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of pupil group to promote recycling and composting and monitor • Assembly to support the recycling and composting aim • New corporate waste legislation started April 2025 where employees must separate out

						dry mixed recycling and food waste to be collected
--	--	--	--	--	--	--

Action Area 5: Active and sustainable travel						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Reduce the number of cars in and around the site 	<ul style="list-style-type: none"> • Bikeability training offered to all Year R children (PE Lead) (<i>this also links to decarbonisation</i>) • School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and shared with parents and on website (<i>links to air quality</i>) • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • Park and Stride promoted through social media and newsletters 	<ul style="list-style-type: none"> • Increase of children using a bike/scooter to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Use of Sports Premium • 	<ul style="list-style-type: none"> • Sports Premium funding 	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot 					
--	---	--	--	--	--	--

Action Area 6: Air quality						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Reduce the number of cars in and around the site to improve the air quality in the school community 	<ul style="list-style-type: none"> • Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school and this regularly promoted through social media and the school newsletter • Bike racks and scooter pods offer a space to park bikes and scooters 	<ul style="list-style-type: none"> • Increase of children using a bike/scooter to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Hampshire Travel Team – My Journey https://myjourneyhampshire.com/media/4355/my-back-to-school-booklet-2024_25.pdf

	<p>within the grounds</p> <ul style="list-style-type: none"> • School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and shared with parents and on website (<i>links to air quality</i>) • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • Park and Stride promoted 					
--	---	--	--	--	--	--

	<p>through social media and newsletters</p> <ul style="list-style-type: none"> • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot 					
<ul style="list-style-type: none"> • Maintain the outdoor learning environment to encourage local wildlife 	<ul style="list-style-type: none"> • Within the grounds, there are trees, flowers and shrubs to improve the air quality (<i>links to biodiversity</i>) and continue to plant trees, plants and shrubs which would encourage local wildlife 	<ul style="list-style-type: none"> • Continuing to increase the number of plants/trees and shrubs outside promotes wildlife into the grounds and this is reflected in outdoor learning curriculum and what is shared on Seesaw 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Continue to source grants to support the 10 year plan of development outside 	<ul style="list-style-type: none"> • Continue to source grants to support the 10 year plan of development outside 	<ul style="list-style-type: none"> • Ask for support from local communities to help with the mini forest, hedges and areas in the forest school. • Main groups – Fatface donate a day and Havant Borough Tree Wardens.

Action Area 7: Waste, consumption and recycling inc reducing energy						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Reduce energy consumption and become more energy efficient (<i>links to decarbonisation</i>) 	<ul style="list-style-type: none"> • Doors and windows replaced in 2022 • Final lights upgraded to LED 2023 • Solar panel installation 2022 • Regular reminders through staff briefings and emails the importance of switching off lights, appliances and plugs when not in use 	<ul style="list-style-type: none"> • Energy consumption is reduced and this is reflected in energy savings and efficiencies shared with governors as part of budget monitoring • Thermostats used to monitor room temperatures • Information shared with governors 	<ul style="list-style-type: none"> • Continue as already started 	<ul style="list-style-type: none"> • HCC grants 	<ul style="list-style-type: none"> • Source any funding available as and when needed or opportunities to apply for 	<ul style="list-style-type: none"> • Solar panels for the rest of the building was explored but due to the suitability of the roof, the school could not proceed

	<ul style="list-style-type: none"> • Energy costs monitored regularly • Regular reminders for windows and doors to be kept closed when the heating is on to maximise efficiency of insulation and warmth • Heating monitored so the school is of an required temperature and heating temperature reduced or turned off if too warm to reduce heating usage • Heating controls to limit timings and temperature 	show an energy saving				
--	--	-----------------------	--	--	--	--

	across the school					
<ul style="list-style-type: none"> • Continue to develop a mindset around resource purchasing to limit wastage (<i>links to decarbonisation</i>) 	<ul style="list-style-type: none"> • Only those resources which need to be purchased ordered following an audit of current resources (all staff) • Continue to raise during briefing about only ordering what you need and to check resources before orders are submitted • Encourage a mindset of re-using items, where possible (all staff) 	<ul style="list-style-type: none"> • Resources ordering shows a reduction in ordering, where needed and reflects within the school budget 	<ul style="list-style-type: none"> • Continue as already started 	<ul style="list-style-type: none"> • Budget lines for ordering reflect that we are ordering on a needs basis and not a wants basis 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Benchmarking tool to compare budgeting with other schools https://www.gov.uk/guidance/benchmark-your-schools-financial-data

	<ul style="list-style-type: none"> • Continue to teach the children about wastage and using resources sparingly (all staff) • Consideration given to travel emissions in the supply chain and, where possible, use local suppliers 					
--	--	--	--	--	--	--

Action Area 8: Food						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Kitchen team have a commitment to reduce food waste and single use plastics 	<ul style="list-style-type: none"> • Specific food waste bins in action and kitchen 	<ul style="list-style-type: none"> • Food waste is reduced over time • Key representative/Eco Warriors (when 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Bins purchased at a cost to the school • Waste collection by Suez charges 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by Jo Pead. Eco Warriors support the kitchen team with monitoring the food waste • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected

	<p>team and staff support the children with their use</p> <ul style="list-style-type: none"> • Compost food waste from classrooms • Weekly food waste collections from Suez for recycling externally 	introduced) take food waste to the compost bin daily				
<ul style="list-style-type: none"> • Vegetarian options are promoted and part of the daily menu each day. 	<ul style="list-style-type: none"> • Eat them to defeat them initiative to encourage eating vegetables (all staff but led by DT lead) 		<ul style="list-style-type: none"> • Continue as this has already started 		<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • https://www.hants.gov.uk/educationandlearning/education-catering to look at their commitment to sustainability and farm to fork

	<ul style="list-style-type: none"> • Monitor vegetarian options being chosen (office team) 					
--	---	--	--	--	--	--

The Trosnant Federation of Schools action plan for change:

Action Area 1: Decarbonisation					
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> • Monitor the temperature levels across the school to maintain temperature 	<ul style="list-style-type: none"> • Purchase and use room thermometers to monitor temperature levels across the school to maintain the following temperatures: <ul style="list-style-type: none"> ○ 18-20 degrees C for parts of the building 	<ul style="list-style-type: none"> • Correct temperature maintained across the school 	<ul style="list-style-type: none"> • From Sept 2025 	<ul style="list-style-type: none"> • Room thermometers purchased 	<ul style="list-style-type: none"> •

for heating purposes	<p>where there is a normal level of activity, such as classrooms or offices</p> <ul style="list-style-type: none"> ○ 15 degrees C for corridors, halls, toilets and circulation areas ○ Temperatures monitored by caretaker 				
----------------------	---	--	--	--	--

Action Area 2: Biodiversity					
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> • Children continue to grow food within the Forest School grounds which is then used in 	<ul style="list-style-type: none"> • Well-being lead working with the children to plant a variety of food items which can be harvested and then used for cooking • Children to work with the Wellbeing, Life Skills Lead and Forest school lead to grow an understanding of seasonality 	<ul style="list-style-type: none"> • Growing and harvesting plan in place shows a cycle of growing and harvesting products 	<ul style="list-style-type: none"> • Ongoing using the seasons to support the growing cycle 	<ul style="list-style-type: none"> • Seeds, compost and bulbs 	<ul style="list-style-type: none"> •

cooking lessons	and the impact the climate plays on the growing/development of the seeds and bulbs				
-----------------	--	--	--	--	--

Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> To monitor and improve the air quality within school 	<ul style="list-style-type: none"> Air quality monitors around the school and are monitored regularly Learning is planned for the children to understand about air levels and how to monitor them within science (Science lead) Window maintenance plan developed to help ensure that air is circulated better Add air purifying plants to the classroom 	<ul style="list-style-type: none"> Air quality within school is monitored and shows how it is positively impacting health Air pollution is monitored and potentially reduced over time 	<ul style="list-style-type: none"> Begin Sept 2027 	<ul style="list-style-type: none"> Source costings for air monitors (<ul style="list-style-type: none">
<ul style="list-style-type: none"> Within curriculum plans include learning about local water scarcity and risks to encourage a culture of saving, rather 	<ul style="list-style-type: none"> Subject leaders to audit their current curriculum maps and find ways to add genuine links with water usage and water waste English lead to audit current text drivers to include some texts around climate change/water Library lead ensure there is availability of texts within the 	<ul style="list-style-type: none"> Evidence of curriculum links across subjects which show where culture of saving water is evident Evidence within the 	<ul style="list-style-type: none"> Curriculum review June 2025 ready for Sept 2025 to roll out Review throughout the year 2025-2026 with the view to be fully 	<ul style="list-style-type: none"> Potential budgetary implications for text drivers, library books and resources 	<ul style="list-style-type: none">

than wasting water	<p>library, which focus on sustainability, climate change and water use. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated</p> <ul style="list-style-type: none"> • Progress about water conservation is shared with the wider school community by raising awareness regarding water-saving habits through assemblies, newsletter and information shared through learning drop-ins 	<p>library and text drivers overviews for English where culture of saving water is evident</p> <ul style="list-style-type: none"> • Evidence on Seesaw and in learning show children's understanding of around saving water • Children can articulated their learning through pupil conferencing 	embedded from Sept 2026		
--------------------	--	--	-------------------------	--	--

Action Area 4: Climate education and green careers goals/outdoor space

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> • Through planned learning and assemblies continue to encourage behavioural changes in helping the environment, to 	<ul style="list-style-type: none"> • Subject leaders to audit their current curriculum maps and find ways to add genuine links with sustainability (Teaching and Learning Lead and subject leads) 	<ul style="list-style-type: none"> • Evidence of curriculum links across subjects which show the impact of climate change • Evidence within the library and text drivers 	<ul style="list-style-type: none"> • Curriculum review June 2025 ready for Sept 2025 to roll out • Review throughout the year 2025-2026 with the view to 	<ul style="list-style-type: none"> • Potential budgetary implications for text drivers, library books and resources 	<ul style="list-style-type: none"> •

<p>include sustainability, especially in subjects where this may be absent i.e history, art or PE</p> <ul style="list-style-type: none"> • Increase integration of climate change into all subjects • Teach children about how to eliminate single use plastics at home • With the changes in recycling in school children are educated on the impact of food waste on the climate and are encouraged to take action at school or at home 	<ul style="list-style-type: none"> • English lead to audit current text drivers to include some texts around climate change • Library lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated 	<p>overviews for English of climate change being taught</p> <ul style="list-style-type: none"> • Evidence in learning show children's understanding of climate change • Children can articulated their learning through pupil conferencing 	<p>be fully embedded from Sept 2026</p>		
<ul style="list-style-type: none"> • Continue to develop the curriculum plans to teach children about the natural world, nature in 	<ul style="list-style-type: none"> • Outdoor learning space further developed to enable them to plan enhanced provision as part of their planned curriculum (<ul style="list-style-type: none"> • Evidence of curriculum links across subjects which show how outdoor 	<ul style="list-style-type: none"> • Curriculum review June 2025 ready for Sept 2025 to roll out 	<ul style="list-style-type: none"> • Potential budgetary implications for text drivers, library books and resources 	<ul style="list-style-type: none"> •

<p>their local area, for example habitats, weather patterns, flora and fauna</p> <ul style="list-style-type: none"> • Use the outdoor learning opportunities to support mental health and well-being • Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact 	<ul style="list-style-type: none"> • Continue to evolve the outdoor learning curriculum and share good practice within the school and beyond • Introduce the Young Environmentalist Award to promote outdoor learning, sustainability and climate change 	<p>learning is taught</p> <ul style="list-style-type: none"> • Evidence within the library and text drivers overviews for English of outdoor learning • Evidence in learning show children's understanding of the natural world • Children can articulated their learning through pupil conferencing 	<ul style="list-style-type: none"> • Review throughout the year 2025-2026 with the view to be fully embedded from Sept 2026 		
<ul style="list-style-type: none"> • Seek out good practice and share learning with other settings around climate change and sustainability 	<ul style="list-style-type: none"> • Build links with our local schools through the outdoor learning networks to share good practice (<ul style="list-style-type: none"> • Good practice widely recognised within the local community • Implementing ideas from other school evident in learning 	<ul style="list-style-type: none"> • Plan in to 2025-2026 	<ul style="list-style-type: none"> • Budgetary implications of SLA usage for network meetings 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Further develop the outdoor 	<ul style="list-style-type: none"> • Planting of native trees, shrubs and other 	<ul style="list-style-type: none"> • Grants sourced and used for 	<ul style="list-style-type: none"> • Already started, in places, 	<ul style="list-style-type: none"> • Source a range of grants led by 	<ul style="list-style-type: none"> •

learning space in order to facilitate outdoor learning but also encourage the further development of the natural environment outside (<i>links with biodiversity</i>)	plants to capture more carbon and with natural solutions <ul style="list-style-type: none"> • Bird feeders. Bird baths, bird houses, wildlife houses, bug hotels, bee hotels are installed to support local wildlife • Children are involved in looking after our green spaces (all children but led by Eco Warriors) • Gardening or Outdoor Learning club offered throughout the year • Wild patches left and wild flower areas around the site begin to develop supporting local wildlife 	the items specified <ul style="list-style-type: none"> • Development of the grounds are shared with parents through social media posts and newsletter, so they are updated • Grounds start to reflect the plan in place 	however continue this over the coming academic years	Forest School Lead.	
---	---	---	--	---------------------	--

Action Area 5: Active and sustainable travel					
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> • Encourage children to choose walking and cycling routes to school which 	<ul style="list-style-type: none"> • More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies) 	<ul style="list-style-type: none"> • Reduced complaints from neighbours regarding parking 	<ul style="list-style-type: none"> • September 2025 for key initiatives • Clean air zone begin summer 2026 	<ul style="list-style-type: none"> • WOW challenge is fully funded 	<ul style="list-style-type: none"> •

are safer, with less traffic and pollution (<i>link with air quality</i>)	<ul style="list-style-type: none"> • Walk to School week annually and Walktober promoted and celebrated with the children (• Introduce the WOW in conjunction with Hampshire Travel Team, CJS and Living Streets – promoting walking to school. • Sustain Mode Shift STARS to support changing travel habits. • Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. 	<ul style="list-style-type: none"> • Pupil conferencing and parent surveys indicate more families walking to school • Reward scheme shows an increase in children walking to school • Air monitors used before and after initiative to measure impact • Promotion of clean air zone through posters, signs and newsletters 	<ul style="list-style-type: none"> • Autumn 2026 – Park and Stride site 		
---	---	--	--	--	--

Action Area 6: Air quality					
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact

<ul style="list-style-type: none"> • Children learn about air pollution and impact on the natural world <i>(also links with climate education)</i> 	<ul style="list-style-type: none"> • Geography and science lead to audit the long term maps for their curriculum areas to find clear links to teach children about the impact air pollution has on our environment • Medium term plans and short term plans have planned opportunities taught within the curriculum about pollution (subject leaders) • English lead to audit text driver overviews to ensure there are some links regarding looking after our world/environment and these books explore themes within their taught English lessons • School library offers a range of fiction and non-fiction books which addresses air pollution and the impact on the natural world • Within whole school assemblies pollution, climate change and 	<ul style="list-style-type: none"> • School library has a range of fiction and non-fiction books which focus on sustainability and climate change • Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children • Long term maps and medium term plans make clear links to the themes • Evidence on Seesaw and in books which show learning • Children can articulate their learning and understanding around the impact pollution has on our natural world 	<ul style="list-style-type: none"> • September 2025 	<ul style="list-style-type: none"> • SLS SLA • Budget for text drivers 	<ul style="list-style-type: none"> •
---	--	--	--	--	---

	sustainability themes are addressed and discussed with the children				
<ul style="list-style-type: none"> • Encourage children to choose walking and cycling routes to school which are safer, with less traffic and pollution 	<ul style="list-style-type: none"> • More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies) • Walk to School week annually and Walktober promoted and celebrated with the children • Introduce the WOW in conjunction with Hampshire Travel Team and Living Streets – promoting walking to school • Mode Shift STARS to support changing travel habits. • Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere. 	<ul style="list-style-type: none"> • Reduced complaints from neighbours regarding parking • Pupil conferencing and parent surveys indicate more families walking to school • Reward scheme shows an increase in children walking to school • Air monitors used before and after initiative to measure impact • Promotion of clean air zone through posters, signs and newsletters • 	<ul style="list-style-type: none"> • September 2025 for key initiatives • Clean air zone begin summer 2026 • Autumn 2026 – Park and Stride site 	<ul style="list-style-type: none"> • WOW challenge is fully funded 	<ul style="list-style-type: none"> •

Action Area 7: Waste, consumption and recycling inc energy saving

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> Encourage children, staff and parents to recycle electronics (<i>also links to decarbonisation</i>) 	<ul style="list-style-type: none"> Continue to recycle computing equipment 	<ul style="list-style-type: none"> Recycling continues 	<ul style="list-style-type: none"> Spring 2025 	<ul style="list-style-type: none"> Potential funds back to school for recycling 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Provide opportunities for further recycling for a range of products i.e batteries, etc) (<i>also links to decarbonisation</i>) 	<ul style="list-style-type: none"> Additional recycling stations at school Items in school recycled/re-used and re-purposed 	<ul style="list-style-type: none"> Recycle station at school and is used 	<ul style="list-style-type: none"> Summer 2026 	<ul style="list-style-type: none"> Cost of recycling stations and potential cost/funds back to school for recycling 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Introduce Eco-Warriors to support the drive for recycling and support in reducing waste 	<ul style="list-style-type: none"> Introduce what an Eco Warrior is and their role through an assembly alongside the Headteacher Develop understanding with the Eco Warriors the impact waste has on their school environment and at home 	<ul style="list-style-type: none"> Each class/area has a star rating against key climate change areas including energy use/switch off 	<ul style="list-style-type: none"> Eco Warriors in place Sept/Oct 2026 Star ratings in place by Summer 2027 	<ul style="list-style-type: none"> Eco Warrior badges cost 	<ul style="list-style-type: none">

Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
<ul style="list-style-type: none"> • All children have a strong understanding around recycling and food waste • Introduce Eco-Warriors to support the drive for recycling and support in reducing waste, including food waste (also links to decarbonisation) 	<ul style="list-style-type: none"> • New recycling bins introduced and staff train the children in the items being recycled and what goes in what bin • Introduce what an Eco Warrior is and their role through an assembly • With the Eco Warriors the impact waste has on their school environment and at home • Understand how to separate waste products in the classroom and in the hall and promote this with the class • Eco Warriors to complete a waste audit to examine what is being thrown away and working with the SAO create a waste reduction plan which is shared with staff and children • Encourage children to reduce the plastics in their packed lunch boxes 	<ul style="list-style-type: none"> • Audit created feeding into a waste reduction plan • Waste is recycled and placed in the appropriate bin • Waste reduced in packed lunches and celebrated with the children 	<ul style="list-style-type: none"> • Recycling starts spring 2025 and promoted initially by class staff whilst understanding grows • Eco Warriors in place Sept/Oct 2025 • Waste audit completed by end of Aut 2 2025 • Reduced plastics in lunch box Aut 2026-Sum 2027 	<ul style="list-style-type: none"> • Bins and signage • Eco Warrior badges 	<ul style="list-style-type: none"> •

Additional Strategic Actions:

- Embed green careers awareness into the curriculum by inviting guest speakers from environmental sectors, organizing career days focused on sustainability roles, and highlighting pathways into green jobs through science and geography lessons.

- Develop global citizenship by linking with international schools for collaborative environmental projects, celebrating global sustainability days, and incorporating global case studies into classroom discussions.
- Implement a monitoring and evaluation framework aligned with the DfE strategy, including termly reviews of sustainability actions, pupil and staff surveys, and reporting progress to governors using DfE-aligned metrics.