

Barford Primary School
Climate Action Plan:
2025-27



Education enhances the Sustainable
Development Goals



***Happy Hearts, healthy minds, exhilarating
experiences – inspires success!***

What is a Climate Action Plan?

In April 2022, the Department for Education released a sustainability and climate change strategy specifically for education. By 2025, all education settings are expected to appoint a sustainability lead and develop a climate action plan. This plan will guide schools in both implementing and educating about various sustainability initiatives.

Our climate action plan has been created collaboratively by our Global Team, consisting of:

Headteacher – Sustainability Lead
Deputy Headteacher – Curriculum Lead
Deputy Headteacher – Inclusion Lead
Site Manager
Business Manager
Link Governor for sustainability
Gardening Lead

Why do We Want to Act?

At Barford Primary School, our ethos is deeply rooted in preparing our pupils for a sustainable future while celebrating our local heritage. The core belief, “Global Awareness - Local Responsibility,” captures our commitment to thinking globally and acting locally to address the climate crisis. We strive to equip our students with the understanding and tools to make a positive impact on the world. Respect and care for the environment have always been integral to our school culture. As an inner-city primary school, we are fortunate to have some significantly large green spaces, and through our outdoor learning including Roots-to-Fruits, students regularly engage with and appreciate the natural world. Sustainable Development Goals (SDGs) are woven throughout our curriculum, ensuring that our students develop a comprehensive understanding of environmental responsibility.

Environmental education is further embedded through topics such as oceans and continents, exploring the impact of natural disasters, investigating polar regions, and promoting sustainable food practices. We also inspire our students by learning about environmental champions like David Attenborough in Year 1, who exemplify the importance of protecting our planet.

However, given the escalating climate crisis, the impact on children’s mental health, and the necessity for our students to develop skills relevant to life in the 2030s, we recognise that more must be done. Our climate action plan is a core component of our overall school development strategy and one of our key governance objectives. We will review it regularly, ensuring our environmental impact is considered in every decision— whether daily operational choices or long-term strategic planning. By embodying sustainable practices, we will demonstrate the respect we hold for our planet and model the importance of environmental stewardship



How will we deliver this climate action plan and monitor progress?

At Barford Primary School, our climate action plan will focus on five key areas: **Decarbonisation, biodiversity, climate education and green careers, resilience and adaptation, active and sustainable travel.**

Our entire school community – students, staff, parents, and the wider local community – will work collaboratively to bring this plan to life. Engaging with everyone, listening to their ideas, and involving them in our green initiatives is crucial. We will continue to build on existing relationships and forge new partnerships, leveraging shared resources and support to help meet our sustainable goals.

The delivery of our climate action plan will be overseen by the governing body, with regular monitoring conducted by our sustainability lead governor. To ensure the plan is implemented effectively, we will provide staff with the necessary time and resources to develop and carry out the actions. Specific members of staff will be identified as leads for key elements of the plan.

This overarching climate action plan will be reviewed and updated every three years to reflect progress and evolving needs. On an annual basis, we will set new goals and assess our progress, ensuring we are on track to meet our sustainability targets. Regular termly reviews will help keep us focused and accountable as we work towards our long-term vision.

Decarbonisation at Barford Primary School

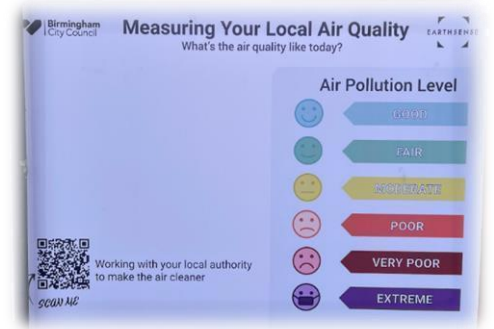
At Barford Primary School, our goal is to achieve net-zero carbon status by 2030. This means that by this date, we aim for the school to have no contribution to climate change through carbon emissions, whether from the school site, activities, or procurement.

Our efforts to decarbonise will focus on the following key areas:

- * Energy use
- * School grounds
- * Procurement
- *Travel
- *Waste
- *Water

We will calculate our carbon emissions and implement strategies to reduce them. This includes becoming more energy-efficient, transitioning to greener energy sources, and encouraging both staff and students to actively monitor and reduce energy consumption

Sustainability will be a core element of our school site strategy, which will be outlined in a separate document. Additionally, we will develop a sustainable procurement policy to guide our purchasing decisions, ensuring that we consider the environmental impact of the products and services we buy, as well as the companies we support.



Transport is a significant contributor to air pollution and carbon emissions, particularly in areas around schools, which can also affect children's health. Therefore, we will collaborate with local organisations to encourage low- carbon commuting options for both staff and students, promoting walking, cycling, and the use of public transport.

Recycling will be a priority at Barford Primary School, with an increase in the recycling of materials such as food waste, alongside efforts to reduce overall waste, particularly single-use plastics and food packaging. We will also explore opportunities to enhance water efficiency, including harvesting rainwater

To support our decarbonisation goals, we will explore various funding opportunities, such as grants, school reserves, and potential capital funding from local authorities. By improving energy efficiency, we expect to not only reduce our carbon footprint but also lower long-term energy costs and other associated expenses, such as waste disposal.



Adaptation and Resilience at Barford Primary School

At Barford Primary School, we pride ourselves on our school values with both adaptation and resilience being at the heart of these. We are committed to maintaining a high-quality learning environment for all our students, even as the climate changes. To achieve this, we will adapt our school site to mitigate the impacts of climate change.

Our actions will enhance the biodiversity of our school site. We will introduce nature-based solutions, such as planting species that are resilient to the changing climate, which will support local wildlife and help create a more sustainable and environmentally friendly space for our students.

As part of our ongoing efforts to educate students about the climate crisis, we will also embed sustainability and climate change into the curriculum. Students will engage with environmental topics across subjects, including geography lessons focusing on the local and global impacts of climate change. Our school will further enrich student learning by incorporating opportunities for outdoor learning and connecting with nature, offering students real-life experiences related to climate resilience and sustainability.

To support our adaptation and resilience goals, we will introduce additional shade structures and plant more trees and shrubs to improve air quality and provide relief from extreme heat. We will also consider using rainwater collection systems to support sustainable gardening practices. Our school's active involvement in climate education, paired with these physical adaptations to the school grounds, will ensure that our community is not only resilient to climate impacts but also engaged in meaningful action

Biodiversity at Barford Primary School

At Barford Primary School, we recognise the importance of contributing to the solution of the biodiversity crisis. We are already making notable progress in enhancing the biodiversity of our school grounds through initiatives like outdoor learning, forest school and Roots to Fruits

We will further our commitment to biodiversity by actively participating in the National Education Nature Park and the Climate Action Awards, both of which will provide valuable learning opportunities for our students. These programs will help children build the skills necessary for a sustainable future, while strengthening their understanding of climate change and green careers..

To ensure that our efforts are targeted and effective, we will use geospatial mapping tools to assess the current biodiversity of the school site. This will allow us to identify areas where we can make further improvements, enhancing habitats for wildlife and creating more sustainable spaces.

When selecting plant species for our grounds, we will carefully consider their impact on local ecosystems, including their water needs and the potential for invasive species. Our priority will be to choose native plants and drought-tolerant species, ensuring that our planting choices support the resilience of the site in the face of a changing climate.

In addition to our landscaping and outdoor learning efforts, we are taking action to improve local air quality and manage environmental risks. As part of our commitment to adaptation and resilience, we will introduce a Clean Air Zone initiative around the school. This includes encouraging parents to park away from school grounds and switch off their engines, reducing pollution from traffic. Air quality improvements will be monitored, ensuring that we actively reduce traffic-related pollution around the school.

Through these actions, we aim to foster a thriving natural environment at Barford Primary, where students can directly engage with and learn from nature, and the school itself becomes more resilient to climate impacts.

Climate Education and Green Careers at Barford Primary School

At Barford Primary School, we believe that it is essential for children to understand the climate crisis to actively contribute to its mitigation and be prepared for the challenges of the future, including exploring potential green careers. We are committed to providing a knowledge-rich curriculum that incorporates climate change education, ensuring that our teachers are fully supported in delivering this important content. We also recognise that the environment in which children are taught plays a vital role in fostering sustainability. Our school environment will reflect our commitment to sustainability, providing a nurturing, engaging, and enjoyable space for learning.

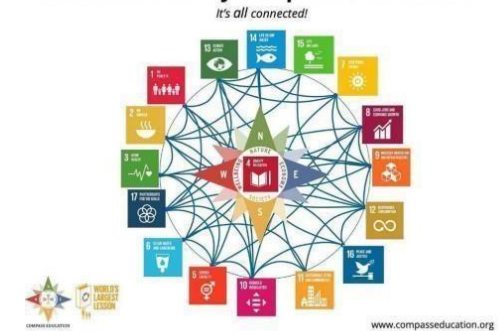
Actions to Support Climate Education and Green Skills: Our approach will focus on the following key areas:

- Outdoor Learning and Forest School provision
- Curriculum development
- Leadership at all levels
- Training and professional development

Our curriculum will include age-appropriate references to climate change, aligned with the United Nations Sustainable Development Goals (SDGs). These will be further integrated across subjects, ensuring our students develop a sense of social responsibility and an understanding of the interconnection between people and the planet.

In addition to our focus on academic learning, we will also address pupil mental health and well-being, with particular attention to eco-anxiety. Climate literacy training will be provided for staff, governors, parents, and, if there is demand, for the wider community. We will continue our commitment to national and local environmental initiatives, alongside providing opportunities for field trips to ecofriendly sites, ensuring that our students are inspired by real-world examples of sustainability in action.

The Sustainability Compass and the SDGs



GOAL :Decarbonisation

These following actions will reduce carbon emissions that are caused by our school.

Action						
	Steps	Timeline for the action or expected completion date	People responsible :	Co-benefits (any cross over benefits with other goals or plans)	Tools, resources and information	Funding opportunities
Retrofit school building to improve energy	External agencies to help develop a plan that details the steps needed to	By end of Summer term 26	Global team		Climate Action Decarbonisation Plan Guide.	Public Sector Low Carbon Skills Fund - GOV.UK (www.gov.uk)

	<p>efficiency :</p> <p>1.Replace/ remove boilers</p>	<p>remove and replace gas boilers and improve energy efficiency in buildings.</p>			<p>NONE</p>	<p>Retrofit support from Civic Square</p> <hr/> <p>ERDA Energy Ground source heat pump</p> <hr/> <p>Acivico (LA/ BCC)</p> <hr/> <p>to support installation of new boiler</p> <hr/> <p>Zero Carbon Action</p> <hr/> <p>Builder — Retrofit</p>	<p>Public Sector Low Carbon Skills Fund</p> <hr/> <p>- GOV.UK (www.gov.uk)</p> <hr/> <p>BCC Capital funding project</p>
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<p>2. Install solar panels to increase the use of renewable energy and reduce energy bills</p>	<p>Feasibility assessment to see if buildings are suitable for solar panels</p>				<p>Action for Tomorrow Solar panel calculator- Energy Saving Trust</p>	<p><u>Public Sector Decarbonisation scheme- Gov.UK (www.gov.uk)</u></p>
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Assess buildings for draughts and leaks to reduce heating demand	Assess building for areas of heat loss and make small changes to help prevent heat loss e.g. draft excluders. Add thermostats to at least 30 radiators.	End of Summer term 27 End of Summer term 26	Global Team	None		Energy Saving Trust funding
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Reduce carbon emissions in the buildings by installing	. Install reflector panels behind		Global team	Climate education & green skills	A guide to energy efficiency in the workplace - Energy	Saving Trust
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<p>reflector panels behind radiators.</p>	<p>external wall radiators</p> <p>Site Manager & Eco Warriors to install reflector panels on outside walls. Sustainability governor to bring in heat sensor camera to test heat radiation from walls.</p>	<p>By end of Summer term 26</p>	<p>ECO Warriors (pupil club)</p> <p>Science Lead</p>			
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Reduce carbon emissions in the buildings by installing motion sensors so lights switch	Installation of motion sensors across the school. Eco Warriors and IT Technician to lead a whole	By end of Summer term 27	Global team	Climate education & green skills	Switch Off Fortnight	
		End of Spring Term 26			2	

<p>off automatically when not in use.</p>	<p>school initiative on saving energy by turning off lights and monitors (Switch –off campaign)</p> <p>Power down theme day.</p> <p>Information shared with all. Link with newsletter and school website.</p>		<p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>IT Technician</p>			
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Reduce carbon emissions by changing the light bulbs to LED bulbs	<p>Undertake audit of the current situation and develop a timeline to replace lightbulbs</p> <p>Purchase LED lights and replace existing lightbulb</p>	By end of Summer 27	Global team	None		
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Goal: Biodiversity

			<p>People responsible</p>	<p>Co-benefits (any cross over benefits with other goals or plans)</p>	<p>Tools, resources and information</p>	<p>Funding opportunities</p>
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These actions will help improve habitat and biodiversity around our school.

Action	Steps	Timeline for the action or expected completion date				

<p>Increase Barford school's knowledge of biodiversity by joining an online biodiversity network.</p>	<p>Sign up to Education Nature Park for more resources.</p> <p>Explore other subscription to support the action eg National Forest school</p>	<p>By July 26</p>	<p>Global team ECO Warriors</p>	<p>None</p>	<p>Education Nature Park.</p>	
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			<p>Science Lead</p>			
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Increase our school's knowledge	Work with Roots to Fruits to develop	End of Autumn term 27	SMT	Climate Education and Green Career	Simple gardening club id ; / RHS	
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<p>of biodiversity by starting a gardening club and using the school's new greenhouse.</p>	<p>strategic 'growing programme that gives us planting choices that consider impact on eco systems (eg choosing native plants and drought intolerant speices)</p> <p>Grow plants and get students involved in</p>		<p>Global team</p> <p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>Gardening Lead</p>		<p>Campaign for School Gardening</p>	
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	<p>maintenance/ harvest.</p>					
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<p>Increase biodiversity on school property by tree planting.</p>	<p>Tree planting on Brandon Passage and around the periphery of the school.</p> <p>Explore organisations that donate trees</p> <p>Eg National Education Nature Park</p> <p>Research and select suitable trees for the area.</p> <p>Educate staff and pupils on</p>	<p>End of Autumn term 26</p>	<p>SBM</p> <p>Global team</p> <p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>Gardening Lead</p>	<p>Resilience and adaptation</p>	<p>Trees for Schools streettreesforliving.org</p> <p>Trees for Cities</p>	<p>streettreesforliving.org</p> <p>Woodland Trust</p>
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	their maintenance.					
Increase biodiversity		End of Summer term 26		None	Operation Future	Patchwork meadow org for free seeds

by rewilding school's grounds.	Select an area ground suitable (pupil club) for rewilding. Decide what Gardening (wildflower field, pond, bird boxes	Global team ECO Warriors (Science Lead Lead rewilding Healthy Schools Lead insect Kitchen	areas of of type of hotels, Manager	school	Hope Seven simple ways to create a wildlife- friendly garden Natural History Museum (nhm.ac.uk) How to make your	
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Buy native plants

Let the area grow.

Educate staff and pupils on their maintenance.

garden wilder |
Rewilding Britain

<p>Plant more trees and shrubs to improve the air quality in different areas of the school grounds</p>	<p>Use the findings from the air quality monitors around school (outside Nursery, on Barford Road, Brandon Passage and on KS 2 playground to plan to plant a range of trees and plants.</p> <p>Monitor impact of planting</p>	<p>By end of Summer 2</p>	<p>Global team</p> <p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>Gardening Lead</p>		<p>Health effects of air pollution- Programmes- Impact on Urban Health</p>	
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<p>Create a sensory garden area to support pupils' wellbeing and</p>	<p>Design and develop a sensory garden incorporating plants that engage the</p>	<p>By end of Summer term 26</p>		<p>Biodiversity & wellbeing</p>	<p>Climate education and green careers</p>	
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connect them with nature	senses (sight, smell, touch, sound) Children involved in planting and maintenance		Global team ECO Warriors (pupil club) Science Lead Gardening Lead			
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Goal: Climate education and green careers

The following actions will help us build capability on climate change and its impacts within our school.

Action	Steps	Timeline for the action or expected completion date	People Responsible	Co-benefits (any cross over benefits with other goals or plans) <i>(optional)</i>	Tools, resources and information <i>(optional)</i>	Funding opportunities <i>(optional)</i>

Review current curriculum and links to sustainability and climate change	Review , adapt/change/ embellish current curriculum provision to incorporate the use of the SDG's	By end of Autumn 26	SMT Science Lead H fL Lead Gardening Lead		Curriculum schemes	
Integrate sustainability actions into extended school provision	After school clubs linked to sustainability : Lego Club ' build the change' resources Eco Club-		Global Team	Links to all SDG's		Met Office Climate Data Portal for UK Local Authorities

	<p>managing sustainability projects</p> <p>Play and lunchtime provision (OPAL playgrounds) incorporate sustainable resources for play</p>		<p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>Gardening Lead</p> <p>Healthy Schools Lead</p> <p>Kitchen Manager</p> <p>Pastoral Lead</p>			
Increase our school's knowledge of	Sign up to climate	By end of Summer term 26	Global team	None	Home - Eco Schools (ecoschools.org.uk)	Free
climate change initiatives by						

joining a climate network.	change networks.					
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			Global team ECO Warriors (pupil club) Science Lead Gardening Lead Healthy Schools Lead		UK Climate Change • Let's Go Zero (letsgozero.org)	
Increase schools'	Empower			None	Case studies Royal Society	Partnership Grants

<p>knowledge of climate change by running a pupil led climate project.</p>	<p>pupils to come up with their own climate change initiative STEM project.</p> <p>Work with students to develop</p>		<p>Global team SMT</p>			<p>Royal Society</p>
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	<p>project proposals and plans using available resources.</p> <p>Conduct project.</p> <p>Recognise and celebrate pupils' achievements.</p>		<p>ECO Warriors (pupil club)</p> <p>Science Lead</p>			
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<p>Embed sustainability and climate education in the wider curriculum by incorporating it in more lessons.</p>	<p>Develop curriculum to ensure it incorporates sustainability and climate change is woven through it</p> <p>Make links to other organisation to embellish learning</p>		<p>Global team</p> <p>ECO Warriors</p>	<p>None</p>	<p>Teaching for Sustainable Futures</p> <hr/> <p>Teach the Future website</p>	
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	<p>opportunities in the curriculum</p> <p>Curriculum review on an annual basis to ensure school has the most up to date expectations</p>		<p>Global team</p> <p>ECO Warriors (pupil club)</p> <p>EYFS Lead</p>			
Embed sustainability and climate	Arrange for external speakers to		<p>Global Team</p> <p>Science Lead</p>	None	<p>Eco Active's Green</p> <hr/> <p>Influencers Scheme</p>	Free

<p>education in the wider curriculum by inviting</p>	<p>come into school to run workshops/ talks.</p>				<p>Energy Garden</p> <p>Climate Ed</p>	
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<p>external speakers to come into school.</p>	<p>Eg Octopus energy</p> <p>Explore links with secondary schools and universities eg COP to broaden learning experiences</p>					
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<p>Embed sustainability and climate education in the wider curriculum by teaching climate change beyond limitations of a classroom.</p>	<p>Develop an outdoor curriculum to support learning outside the classroom.</p> <p>Timetable for children to learn outdoors once a week- building on the Roots to Fruits</p>	<p>By end of Autumn term 2</p>	<p>Global team</p> <p>Science Lead</p> <p>Gardening Lead</p>	<p>Decarbonisation</p>	<p>Teach Outdoors through outdoor learning</p> <p>A teachers Guide to Adapting Lesson plans for outdoor learning (dbdplay.com)</p>	<p>Free</p>
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	<p>experience in the school allotment</p> <p>Development of forest schools</p>				<p>Institute for Outdoor Learning- (outdoorlearning.org)</p> <p>Forestschoolfinder.co.uk</p>	
<p>Embed sustainability and climate education in the wider curriculum by holding a climate</p>	<p>Develop a session on climate anxiety (or commission an external expert) to help pupils manage</p>	<p>By Autumn term 26</p>	<p>SMT</p> <p>Pastoral Lead</p>	<p>None</p>	<p>Climate Educational Empowerment Programme —</p> <p>Climate Psychologists</p>	

anxiety workshop.	climate anxiety and stress. Survey for children to ascertain their					
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	<p>anxiety levels about climate change</p> <p>School Senior Mental Health Lead to work with SMT and governors to offer a platform for children to voice their concerns</p> <p>(Newsround survey)</p> <p>Deliver assemblies/lessons on climate education. Link with safeguarding assemblies.</p>					
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<p>Decrease the use of single-use plastics</p>	<p>Promote the use of refillable water bottles among staff, parents and pupils.</p> <p>New water dispensers across the school</p> <p>Educate everyone in pouring left over water onto the school garden</p> <p>Track waste levels across the school</p>	<p>By end of summer term 27</p>	<p>Global team</p> <p>SMT</p> <p>ECO Warriors (pupil club)</p> <p>Science Lead</p> <p>Gardening Lead</p>	<p>Waste, consumption and recycling</p>	<p>Environment.ac.europa.eu</p> <p>Plasticfreechallenge.org</p>	
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<p>Improve recycling by improving recycling facilities in school</p>	<p>Ensure all classrooms have a recycling bin</p> <p>Recycling bins around school eg in staff room with clear expectations for what and where things can be recycled</p> <p>Recruit recycling monitors to support initiative</p>		<p>Global team ECO Warriors (pupil club)</p> <p>SMT</p> <p>Science Lead</p> <p>Gardening Lead</p>	<p>Waste, consumption and recycling</p>		
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Increase school's knowledge of waste , consumption and recycling	Campaign to : Remove single use plastics Promote recycling,		Global team SMT Science Lead	Waste, consumption and recycling	EducatorHub-Junk Kouture The Restart Project The right to repair and ReuseYour	
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	repairing, reusing and reducing waste School uniform Newletters Assemblies Poster competition Use social media Events in school: second hand school uniform Repair workshops- eg bike repair				Electronics CRESS (recycling school uniform)	
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Reduce food wastage at lunchtime			Global team ECO Warriors (pupil club) SMT Kitchen Manager (City Serve) Science Lead	Food	City Serve Run	
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	amount of food wastage in school Develop a plan/ campaign to reduce food wastage Eg weighing waste				FoodWasteAction Week Use resources from national campaigns such as WRAPS's Love Food Hate Waste campaign	
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<p>Promote plants and reduce meat consumption by having a plant-power day</p>	<p>Have a themed day-plantpower day (meat free)</p> <p>Liaise with City Serve</p> <p>Link with cookery – how to make vegetarian meals</p> <p>Monitor take up of vegetarian</p>		<p>Global team</p> <p>ECO Warriors (pupil club)</p> <p>SMT</p> <p>Kitchen Manager(City Serve)</p> <p>Science Lead</p>		<p>Meat free Mondays guide for educators</p>	
	<p>meals</p>					
<p>To support a pollution free environment by litter picking</p>	<p>Eco-warriors to litter pick to keep the school environment clear</p>	<p>By end of Spring term</p>	<p>SMT</p> <p>Eco-warriors</p>	<p>Links to all SDGs</p>		

	Monthly community/parents litter pick					
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Goal: Resilience and Adaptation

These actions will help us to understand the impacts of climate change and what we will do to improve the school’s resilience to weather impacts like flooding and overheating through adaptation measures.

Action	Steps	Timeline for the action or expected completion date	People responsible	Co-benefits (any cross over benefits with other goals or plans) (optional)	Tools, resources and information (optional)	Funding opportunities (optional)

<p>Assess risk and vulnerability to climate change.</p>	<p>Use tools to assess climate risk and create vulnerability analysis:</p>	<p>By end of Autumn term 26</p>	<p>SMT Health & Safety Committee</p>	<p>Climate Education & Green Careers</p>	<p>Local Climate Adaptation Tool (lcat.uk)</p> <p>This provides information on health and</p>	
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	<p>Surface temperature Deprivation areas</p> <p>Flooding</p> <p>Aging infrastructure</p>				<p>community impacts of weather hazards in your local area</p> <p>Climate Just maps Local Authority Climate Service</p> <p>(BCC)</p>	
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Add to Business
Continuity plan

Adjust school hours for periods of extreme weather.	Policy in place for adjusting hours during periods of extreme weather. Link with inclement weather procedures & Business	By end of summer term 26	SMT H& S Committee	None	Hot weather and heatwaves: guidance for schools and other education settings –	
Flooding					The Education Hub	
Snow Heat					(blog.gov.uk)	

Monitor temperature in classroom	Install wall mounted classroom fans.	By end of Summer term 26	H & S committee Eco- warriors SMT	None	Appoint pupil energy monitors in	
					all classes Energy	
					Sparks	

Policy to relax dress code in	Policy to encourage pupils and staff	By end of Summer term 26	SMT	Climate Education and Green Careers	Hot weather and heatwaves: guidance for	Free
periods of hot weather for pupils and staff	to wear appropriate loose, light-coloured clothing				schools and other education settings – The Education Hub (blog.gov.uk)	

during periods of extreme heat.

Standard letter for parents and link to the website and texts to ensure children are provided with sunhats, sunscreen and water bottles

Link with staff handbook & expectations with

Business Continuity Plan

Increase our school's knowledge	Run a campaign within your school. This	End of summer term 26	SMT Eco-warriors	Biodiversity	The Pod Water Week	Free
of resilience and adaptation by promoting water conservation practices.	could include posters or newsletters about conserving and not wasting water. Water butts to continue to support irrigation of plants			Climate Education and Green Careers	(jointhepod.org) Conserving water / RHS Campaign for School Gardening	
Prepare our schools for	Explore options based on flood	End of Summer 27	SMT H & S Committee	Biodiversity	SuDS for schools	Sustainable Drainage Systems

the physical impacts of climate change by installing	risks on your school grounds.			Climate Education and Green Careers	<p>WWT Arup Compendium</p> <p>Helpful guide to help you understand options</p>	(SuDS) in Schools 2025/2026 - GOV-UK Find a grant (find-government-
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Sustainable Drainage Systems to reduce flood risk (SuDS). Link this to Civic square retrofit to	Choose an option for type of SuDs. Options : A. Rain gardens (linear and nonlinear)				<p>for action and prioritise adaptation</p> <p>measures</p> <p>Plans for Schools Overview Report,</p>	<p>grants.service.gov.uk</p> <p>k)</p>
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explore options

- B. Swales
- C. Filter drain
- D. Detention basin
- E. Pond
- F. Permeable surfaces (grass and woodchip)
- G. Wetland
- H. SuDS rain planters

Install the chosen system.

Install irrigation systems to

GLA

Overview of learnings from the GLA's Climate Resilient Schools programme

	<p>water gardens (Severn Trent)</p> <p>Link to civic square retrofit</p> <p>Train staff on how to use and maintain.</p>					
<p>Prepare our schools for the physical impacts of overheating from climate change by installing</p>	<p>Install fans in classroom</p> <p>Install shading outside : parasols, sail shading and shelters</p>	<p>End of summer term 26</p>	<p>SMT H & S Committee</p>	<p>Air quality Biodiversity</p>	<p>Ventilation-in-Schools-Interactive-Guide-Jaga.pdf</p> <p>Arup Compendium</p>	

ventilation and cooling.	Explore shading through tree planting				<p>Helpful guide to help you understand options for action and prioritise adaptation measures</p>	
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Prepare our schools for the physical impacts of climate change by installing	<p>Conduct a review/ audit of water fixtures.</p> <p>Identify possible areas of efficiency in</p>		SMT	None	<p>School-Water-Audit-Water-Night-UK.pdf (waterwise.org.uk)</p>	

<p>water efficient fixtures.</p>	<p>areas of school that need to be redeveloped:</p> <p>In new EYFS, KS1 & 2 toilets</p> <p>Measures:</p> <ul style="list-style-type: none"> • low-flow taps • dual flush toilets 				<p>Water Efficiency For</p> <p>Arup Compendium</p> <p>Helpful guide to</p> <p>help you understand options</p>	
					<p>for action and prioritise adaptation</p>	

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Goal: Active and sustainable travel

These actions will help us develop a more sustainable way of travel to support improving the environment

Action	Steps	Timeline for the action or expected completion date	People responsible	Co-benefits (any cross over benefits with other goals or plans)	Tools, resources and information	Funding opportunities
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Encourage safe speeds outside school	<p>LPPA group to lead on safer driving initiative on Barford Road</p> <p>New safer driving signs on road outside school</p> <p>LPPA newsletter to share update</p>		LPPA group (parent partnership group) SMT Governors		Active- Well-Being Society	
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Reduce car trips by using public transport.	Use public transport for school trips instead of hiring coaches/buses.	Ongoing throughout year where possible	SMT	Air quality		
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<p>Encourage active travel by providing cycle skills for students.</p>	<p>Bikeability lessons for pupils to improve their skills and safety on their bikes Nursery- Year 6</p> <p>Explore staff training to enable staff to deliver bikeability skills in school</p> <p>Improve the environment in EYFS to develop new bikes and cycle</p>	<p>By end of Summer term 27</p>	<p>SMT</p>	<p>Air quality</p>	<p>Cycle Training for Everyone - Deliver Safer Training Bikeability Balanceability (EYFS)</p>	<p>Funding and Delivery - About Us Bikeability</p>
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	<p>paths</p> <p>Explore options to enable all children to have a bike. Link with local businesses</p>					
<p>Encourage active travel by providing bike/ scooter storage.</p>	<p>Locate suitable and secure space within school grounds.</p> <p>Install cycle storage/ scooter storage for pupils to use to lock their bikes.</p>		<p>SMT Global team</p>	<p>Air quality</p>		<p>Funding for Cycle Shelters Canopies UK Canopy Experts (ablecanopies.co.uk)</p>

Encourage			SMT	Air quality	Cycle2Work	
active travel by providing amongst	Enrol staff in cycle to work staff- including	the cycle to work BCC cycle to	scheme. work scheme	scheme for	Promote	school staff.

<p>Encourage active travel by creating a School Street outside school.</p>	<p>Work with Active Well-Being Society to plan Brandon Passage closure.</p> <p>Engage with school staff, residence, and parents of the proposed changes.</p> <p>Review and collect feedback.</p>		<p>SMT Global team</p>	<p>Air quality</p>	<p>Active- WellBeing Society</p>	
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