



Southfields Primary School

Sustainability and Climate Action Plan

Date agreed: February 2025

Review Date: February 2027

Sustainability Leadership and climate Action Plan

	Curriculum Links	Implementation	Impact
<p>1.Decarbonisation</p> <p style="margin-left: 20px;">- A) Energy</p>	<p>A) Energy Keep Britain Tidy's Count Your Carbon tool - https://www.countyourcarbon.org/home/ Sign up to Climate Friendly Schools for FREE and use their Energy Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-energy-audit/</p>	<ul style="list-style-type: none"> - Increase energy-efficiency of the school site – staff and pupils to turn lights and plugs off whenever they can. - Y5/6 pupils able to walk to and from school to reduce car usage. - Provide room thermometers in classes and offices to monitor and turn heating down whenever possible. - Heating only on for restricted periods in Autumn Winter Oct – March). - Increase the use of renewable energy sources on the school site – including kitchen, events and resources in class. - Encourage refillable water bottles to be brought in by pupils and staff. - Use of non-disposable cups and plates at lunch, breakfast/afterschool club, and events. - Create a positive culture and influence behaviour change around reducing energy use. - Windows to be closed to retain heat unless rooms are too warm during hot weather. Heaters turned down before opening windows to cool rooms. - Turn off lights where sufficient natural light is in rooms. Lights automatically turn off when no one is sensed in some rooms. - Resources are bought with informed decisions to reduce waste, bought locally where possible and from fewer suppliers to reduce school's carbon footprint. - Recycling bins for paper, plastic and card in classes, corridors and main school bins, all separated. - Maintain solar panels already fitted on the roof. 	<ul style="list-style-type: none"> • Increased energy-efficiency across the whole school • Commitment to increased use of renewable energy sources on the school site. • Electricity is sourced from solar panels

<p>1.Decarbonisation</p> <p>B) Travel</p>	<p>Keep Britain Tidy's Count Your Carbon tool https://www.countyourcarbon.org/home/</p>	<ul style="list-style-type: none"> - Encourage journeys to be made by walking, cycling and public transport. - Create a positive culture and behaviour change around transport use. - Collate `Mode of Travel` on MIS and review findings. - Recognise the effect emissions have on the environment through teaching across the curriculum. - Liaise with LA to monitor traffic and use of cars. - Regular Road safety training including cycle training. - Use of local bus companies for trips to reduce carbon footprint and emissions. - Local visits and residentials monitored – at least 1 local visit a year per year group. - Residentials are local where possible– to reduce carbon footprint and emissions effect. 	<ul style="list-style-type: none"> • Journeys taken by walking, cycling and public transport • Create a positive culture and behaviour change around transport use • Walk to school weeks and initiatives to increase this and fewer pupils are driven to school • Reduce carbon footprint by 15% by 2028 • Use of Solar Panels
<p>2.Adaption and Resilience</p>	<p>https://flood-map-for-planning.service.gov.uk/</p>	<ul style="list-style-type: none"> - Reduce the risk of school closures and disruption to lessons through maintenance of building and health and safety walks by leaders, LA and Site Manager. - Update Evacuation procedures and policy annually. - Remote Learning strategy in place. - Sun shelters. Salt stores for snow / ice. - Protect staff and students from the risks of extreme weather. - Ensure school site can cope with more extreme weather. - Annual review of building and priorities, use of Devolved Capital to pay for building updates. - Recycle technology – use in lessons such as in D & T or ensure correctly disposed of. - Set up Eco Ambassadors group - Personal Development, assemblies to focus on resilience, reuse and adapting - Pre – loved uniform available to all. 	<ul style="list-style-type: none"> • The school is resilient to weather and adverse conditions, minimising the risk of closure

		<ul style="list-style-type: none"> - Paper and plastic recycling bins in classes and corridors as well as whole school. Separated Bin collections. - Reduce photocopying and paper: Staff training, use of double sided and black and white copying. Sharing information between peers. 	
3.Biodiversity	<p>Sign up to Education Nature Park - https://www.educationnaturepark.org.uk/user/register</p> <p>Education Nature Park's tools for exploring your school site - https://www.educationnaturepark.org.uk/resources/Explore%20Your%20School%20Site</p> <p>Subscribe to Climate Education by Peterborough Environment City Trust (PECT)</p> <p>https://www.climateeducation.co.uk/</p> <p>https://www.pect.org.uk/</p>	<ul style="list-style-type: none"> - Introduce composter for each playground to dispose of fruit waste at playtime. - Kitchen food separated into compostable and non-compostable items. - Litter picks by pupils carried out regularly in school. - Take part in national litter picking campaigns, such as The Great British Spring Clean. - Pupils growing plants in school and vegetables in the school allotments. - Eco area well maintained by staff and pupils. - School is a 'Forest School' - Green spaces are used for teaching and learning and pupils have good access to the outdoor green spaces. - Reduce use of chemicals – work with cleaning team and Site Manager. 	<ul style="list-style-type: none"> • Green space on the school site or nearby is maximised and utilised across school, including those in the local area. • Connect pupils and staff with nature • Pupils love of the outdoors • Trips and visits promote biodiversity • Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils
4.Waste and consumption	<p>Plastic Free July's bin audit tool - https://www.plasticfreejuly.org/get-involved/what-you-can-do/bin-audit/</p> <p>Sign up to Climate Friendly Schools for FREE and use their Food Audit tool - https://www.climatefriendlyschools.org.uk/theme/climate-friendly-food-audit/</p>	<ul style="list-style-type: none"> - Eco Ambassadors to monitor the use of recycling bins, lights on, windows open and plastic being used in schools. - School kitchen work with Eco Ambassadors to identify changes needed to reduce single use plastics and other products which may be otherwise be thrown away. - Surplus clothes donations to be given to local charity shops or clothes collection points. - Recycle waste bins across school and collection. - Recycling of IT equipment and electronics managed well – audit, monitor, and use companies to safely dispose. Old equipment can be used to teach children how equipment works or is assembled. 	<ul style="list-style-type: none"> • The amount of waste produced on the school site is significantly reduced • Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders

	<p>Sign up to Climate Friendly Schools for FREE and use their Consumption Audit tool - https://www.climatefrendlyschools.org.uk/theme/climate-friendly-consumption-audit/</p>	<ul style="list-style-type: none"> - Composters on playgrounds to put fruit peel and waste in at breaks. - Kitchen to separate waste food from non – compostable waste. - Install water tubs for rainwater to water plants. - Purchase and look after indoor school plants. - Accurate ordering and purchasing – not wasting items, resources, food etc. Meal options pre-booked by parents in advance so meal numbers can be considered and food purchased accordingly. - Meal options reviewed regularly to ensure food provided is eaten and not left by children. - Better planning within school to ensure fewer shopping trips, orders and parcels being delivered, to reduce packaging, paper and car emissions. Use existing resources in school and checking supplies before purchasing more. - Considering the carbon cost of items being made for use in school and choosing sustainable goods and suppliers, where possible. Fewer and local suppliers used. 	<ul style="list-style-type: none"> • Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents
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5. Climate Education and Green jobs

Teach the Future Tracked Changes Project - <https://www.teachthefuture.uk/tracked-changes-project>

- Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel.
- Take part in Walk to School week.
- Promoting Green careers to pupils and parents and highlighting roles.
- Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects.
- Set up and organise Student Eco Ambassadors in school to lead change, drive reductions and improve understanding through staff and pupils, together with Pupil Voice.
- Support Parents to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking.
- Pupil Voice and surveys; evaluate what they understand, what they perceive as issues and what they already know – then use to plan and deliver curriculum and assemblies.
- Teaching pupils and staff to monitor room temperature, lights and items on standby.
- Teach and share learning about use of plastic, effect on environment and reusable items in class, school kitchen and at home

- Staff and Governors actively promote and embedding climate education in their existing curriculum
- Teachers are confident in teaching about climate change and it is integral into the curriculum
- Pupils have strong knowledge and skills relating to climate change
- Pupil’s knowledge and skills relating to climate justice increases
- Empower and enabling young people to take climate action is part of the school’s culture

Review of Impact and annual updates

2025-2026

2026-2027

2027 - 2028