



# Backworth Park Primary School

Sustainability Leadership and

Climate Action Plan

2025-2026

### What is Climate Change?

The dictionary definition is: A change in global or regional acclimate patterns, in particular a change apparent from mid to late 20th Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,
- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field (DFE 2023).

### What can we do?

The Department for Education has urged all sectors of education to develop a sustainability climate action plan, demonstrating how our school community can contribute to both national and global efforts focused on environmental protection through meaningful climate action. As a school, we play a vital role in this mission – by reducing our environmental impact to move towards net zero, and by equipping children, young people, and adults with the knowledge and skills needed to thrive in a green economy and support nature's recovery. Our sustainability climate action plan will actively involve students and staff who care deeply about the natural world, empowering them to make a difference and inspire change within their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK our sustainability and climate action plan will focus on:

1. Decarbonisation e.g. taking action to reduce carbon emissions and becoming more energy efficient.
2. Adaptation and Resilience e.g. taking action to reduce the risk of flooding and overheating.
3. Biodiversity e.g. engaging with National Education Nature Park Home | Education Nature Park
4. Climate Education and Green Careers e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature'. Ensuring our children will:

- spend time in nature and learn more about it
- become actively involved in the improvement of their local environment
- know that regular contact with green spaces can have a beneficial impact on their physical and mental health.

Climate adaptation and decarbonisation activities can provide powerful learning opportunities. Ensuring, our children will:

- participate in the implementation of climate adaptation measures
- learn in buildings designed for net zero
- find out more about the impact of energy and water use
- See sustainability brought to life in the buildings around them, allowing them to gain experiences which will enhance and contextualise their learning.

## Sustainability Leadership and Climate Action Plan

	Implementation	Impact
Decarbonisation - Energy	<ul style="list-style-type: none"> <li>- Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can.</li> <li>- Y4/5/6 pupils able to walk to and from school.</li> <li>- Reduce cars used.</li> <li>- LED light bulbs</li> <li>- Technology to be switched off at the end of the day.</li> <li>- Room thermometers in some classes and offices to monitor and turn heating down whenever can.</li> <li>- Heating only on for restricted periods in Autumn Winter Oct – March.</li> <li>- Increase use of renewable energy sources on the school site – kitchen to events to resources in class.</li> <li>- Encourage refillable water bottles from pupils and staff.</li> <li>- Use of cups and plates, not disposable in breakfast club, events and lunch.</li> <li>- Create a positive culture and influence behaviour change around reducing energy use.</li> <li>- Windows are closed unless rooms are up to temperature.</li> <li>- Daylight lights, turn off when light targets met and when no one sensed in room.</li> <li>- Resources are purchased thoughtfully to minimise waste, and wherever possible, sourced locally to help lower our carbon footprint.</li> <li>- Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated.</li> <li>- Solar panels fitted on the roof.</li> <li>- Organise a visitor to come into school to lead a whole school assembly and workshops with children to aid their learning on sustainability and renewable energy.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased energy efficiency across the whole school.</li> <li>- Increased use of renewable energy sources on the school site.</li> <li>- There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents</li> <li>- Most of our electricity is sourced from our own solar panels</li> </ul>
Decarbonisation - Travel	<ul style="list-style-type: none"> <li>- Encourage journeys taken by walking, cycling and public transport</li> <li>- Create a positive culture and behaviour change around transport use with the support of the travel tracker.</li> <li>- Make the community aware of local cycle paths like the Wagonways etc.</li> <li>- School annual census Mode of Travel completed with LA.</li> <li>- Recognise the effect emissions has on the environment through teaching across the curriculum.</li> <li>- Liaise with Stronger Families and LA to monitor traffic and the use of cars.</li> <li>- Road safety training annually from LA for the whole school.</li> <li>- Use of local bus companies for travel to reduce carbon footprint and emissions.</li> <li>- Local visits and residentials monitored. Local trips are advisable.</li> <li>- Residentials are local – reduces carbon footprint and emissions effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage journeys taken by walking, cycling and public transport.</li> <li>- Create a positive culture and behaviour change around transport use.</li> <li>- Walk to school weeks and initiatives increase this and less pupils are driven to school.</li> </ul>
Adaptation and Resilience	<ul style="list-style-type: none"> <li>- Reduce the risk of school closures and disruption to lessons through maintenance of building and health and safety walks by leaders, LA Building Service and Site Manager.</li> <li>- Update Evacuation procedures annually and policy.</li> </ul>	<ul style="list-style-type: none"> <li>- The school is resilient to weather and adverse conditions, minimising the risk of closure</li> </ul>

	<ul style="list-style-type: none"> <li>- Remote Learning strategy and offer in place - Sun shelter, Salt stores for snow / ice.</li> <li>- Protect staff and students from the risks of extreme weather.</li> <li>- Ensure school sites can cope with more extreme weather.</li> <li>- Annual review of building.</li> <li>- Develop shaded areas outside.</li> <li>- Schedule outdoor activities during cooler times of the day.</li> <li>- Educate children on sun and ice safety.</li> <li>- Eco Ambassadors to adapt their plan and priorities to meet the needs of the school.</li> <li>- Assemblies to focus on our school value of, Respect, Responsibility and Resilience.</li> <li>- Pre – loved uni-form available to all.</li> <li>- Recycling and Waste bins available to all classrooms and communal areas.</li> <li>- Reduction in photocopying and use of paper: Staff training, use of 2:2 copying and sharing information between peers.</li> </ul>	
Biodiversity	<ul style="list-style-type: none"> <li>- Introduce composter (a food bin) for each classroom to dispose of snack waste.</li> <li>- Kitchen food separated into composting items and non.</li> <li>- Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter.</li> <li>- National Litter Pick Week – part of it.</li> <li>- Growing products; cress, potatoes and tomatoes.</li> <li>- Raised beds, nature school, green house developed with plants, shrubs, herbs and trees. Well maintained by staff and pupils.</li> <li>- Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces.</li> <li>- EYFS - Nature School learning every week.</li> <li>- Nature School to have a wild meadow to develop natural habitats.</li> <li>- Reduce use of chemicals – work with cleaning team and Site Manager.</li> </ul>	<ul style="list-style-type: none"> <li>- Green space on the school site or nearby are maximised and utilised across school.</li> <li>- Connect pupils and staff with nature.</li> <li>- Pupils love of the outdoors.</li> <li>- Trips and visits promote biodiversity.</li> <li>- Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils</li> </ul>
Waste and Consumption	<ul style="list-style-type: none"> <li>- Recycle stations for recycling waste, clothes and small electricals.</li> <li>- Eco Ambassadors monitor the use of recycling bins, lights on, windows open and plastic being used in schools.</li> <li>- Recycle waste bins across school.</li> <li>- Recycling of IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose.</li> <li>- Food bins to put fruit peel and waste in at breaks.</li> <li>- Kitchen to separate waste food from non – compostable waste.</li> <li>- Staff to look after indoor school plants.</li> <li>- Accurate purchasing – not wasting items, food etc. be sure of numbers, make 1 shopping trip.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents</li> </ul>
Climate Education and Green Careers	<ul style="list-style-type: none"> <li>- Air quality: encourage pupils to recognise emissions and effect of travel and transport be it to school, food or general travel.</li> <li>- Careers: Promoting Green careers to pupils and parents, careers week, highlighting roles within the curriculum.</li> <li>- Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and Governors actively promote and embedding climate education in their existing curriculum.</li> </ul>

	<ul style="list-style-type: none"><li>- Eco Ambassadors lead change and drive reductions and understanding through staff and pupils.</li><li>- Rewards for classes and pupils recycling.</li><li>- Parents support to walk to school, leave cars at home; regular updates and reminders on routes and issues with cars and parking.</li><li>- Teaching pupils and staff to monitor room temperature, lights and items on standby.</li><li>- Teach and share learning about use of plastic, effect on environment and reusable items in class and school kitchen and at home</li><li>- Organise a visitor to come into school to lead a whole school assembly and workshops with children to aid their learning on sustainability and renewable energy.</li></ul>	<ul style="list-style-type: none"><li>- Teachers are confident in teaching about climate change and it is integral into the curriculum.</li><li>- Pupils have strong knowledge and skills relating to climate change.</li><li>- Pupil's knowledge and skills relating to climate justice increases.</li><li>- Empower and enabling young people to take climate action is part of the school's culture</li></ul>
--	--	--