



Meadlands Primary School
Sustainability Leadership and Climate Action
Plan 2025 - 2027
2 year plan
'Work Hard and Be Kind'

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 produce they 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 DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have an important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence 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.

Decarbonisation:

How can our education setting reduce emissions and support students to be part of the transition to net zero?

What have we already got in place to reduce emissions and become more energy efficient?

- Solar panels installed on the main roof
- Thermostats installed in all classrooms
- Recycling bins located in each classroom and main shared spaces across the school
- Local council recycling bins and general waste containers already in place
- Food waste bins in staff room and canteen
- Achieved a Bronze Active Travel Award
- Active Travel policy in place
- Participation in Active Travel weeks through the school year
- Sensor bulbs fitted throughout the school
- New boiler replacement
- Heat Source Pumps installed in new Nursery building
- On site a bike park and numerous scooter parks
- Yearly Bikeability and Scooter training for Year 6 and 2 respectively
- Push taps in pupil lavatories

Action	Information and/or resources required	Responsibility	Progress
<p>Energy:</p> <p>Carry out a spot check to see if electrical items are left on after school. Look at charging points, printers.</p> <p>Consider the use of a 7-day timer switch.</p>		SLT	
<p>Energy champions: Engage children in energy monitoring.</p>		KW & STJ Sustainability Squad	
<p>Energy: Complete a sustainability audit, to find out our baseline. Conduct a carbon audit to identify the biggest impact in the school.</p>		SLT	

Work out the carbon emissions of the school (Count your Carbon)		Sustainability Squad	
<p>Energy: Meet with the School Business Manager and discuss current energy usage.</p> <p>Discuss the thermostat and at what temperature does the heating turn on. Can we turn the thermostat down by 1 degree?</p>		JG DE	
<p>Waste: Review our recycling procedures. Ensure all recycling bins are clearly labelled and have clear expectations about what can/cannot be recycled.</p>	<p>https://www.youngclimatewarriors.org/inspirational-resources Resources - The Action Pack</p>	Sustainability Squad STJ ad KW	
<p>Waste: Review the use of single-use plastics e.g. in lunches. Sign up to Plastic Free School – Achieve Plastic Free Schools accreditation. https://plasticfreeschools.org.uk/inspiration/ Successfully use resources to educate children on reducing plastic waste.</p>	<p>Pupil Power - Plastic Free Schools - Surfers Against Sewage</p>	SLT	
<p>Waste: Review food bins/food waste/compost bins.</p>		Sustainability Squad SJT and KW	
<p>Transport: Travel plan – undertake a travel survey and consult staff on commuting.</p> <p>Participate in the three annual Active Travel Weeks.</p> <ol style="list-style-type: none"> 1. Sustrans Big Walk and Wheel 2. Living Steps Walk to School 3. Cycle to School Week – October 2025 <p>Encourage families to walk/scoot/cycle/car share where possible/ walk the last bit of the journey to school.</p>	<p>https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week/</p> <p>https://bigwalkandwheel.org.uk/</p> <p>https://www.bikeability.org.uk/cycletoschoolweek/</p>	STJ and KW	

<p>Review bike and scooter storage at school.</p> <p>Promote lower carbon transportation options</p>			
<p>Procurement: Are we reusing everything that we can?</p> <p>Switch to recycled or sustainable sourced paper.</p> <p>Consider using School Resources Exchange when purchasing new resources.</p>	<p>https://www.school-resources-exchange.co.uk/</p>	<p>SLT</p> <p>SLT/Subject Leads</p>	
<p>I M P A C T</p>	<p>2025 – 2026 Review</p>		
	<p>Next Steps</p>		
	<p>2026 – 2027 Review</p>		
	<p>Next Steps</p>		

Adaptation and Resilience:

How can we adapt our buildings and systems to prepare for the effects of climate change?

How have we already adapted our building and systems for the effects of climate change

- Green roof installed on Nursery building
- Solar panels installed on main building

Action	Information and/or resources required	Responsibility	Progress
<p>Overheating plan: create a plan for a heatwave. Consider heat adjustments will be made in hot weather.</p> <p>Consider adding shaded structure in play areas.</p> <p>Undertake shade mapping NENP activity</p>	<p>https://educationhub.blog.gov.uk/2025/06/hot-weather-and-heatwaves-guidance-for-schools-and-other-education-settings/</p> <p>https://www.educationnaturepark.org.uk/resource/shade-mapping</p>	<p>SLT</p> <p>Year group - 5 - science link</p>	
<p>Water Sustainability: Raise awareness around water consumption.</p>		<p>SLT - assemblies/newsletters/global goals</p>	
<p>Gutters and drains: Site Manager to ensure regular clearance of gutters and internal drains is complete to prevent damage to property and possible flooding.</p>		<p>DE</p>	

I M P A C T	2025 – 2026 Review
	●
	Next Steps
	2026 – 2027 Review

<p>Biodiversity: Maintain allotment areas and continue to grow food which is used during Food Tech and given to the local community when there is a surplus.</p>	<p>https://www.rhs.org.uk/</p>	<p>SK and ES to oversee Parent Volunteers</p>	
<p>Biodiversity: Involve children in maintaining outdoor areas. Create signs to increase awareness of wild areas, pollinators, plant identification charts and insect identification charts.</p>		<p>Sustainability Squad</p>	
<p>Forest Schools: Each child in EYFS and KS1 gets Forest School Sessions for a term of the year 2026 -2027</p>	<p>https://forestschoollassociation.org/</p>	<p>JN</p>	
<p>Composting: Introduce composters in the playground for children to dispose of fruit waste at break time and for allotment waste.</p> <p>Composting and non-composting waste bins in the lunch hall for lunchtime waste.</p>		<p>Assemblies to introduce</p>	
<p>Litter picking: Regular litter picks by pupils.</p> <p>Take part in the National Litter pick week.</p>		<p>TAs - lunchtime available</p>	

<p>I M P A C T</p>	<p>2025 – 2026 Review</p> <ul style="list-style-type: none"> •
	<p>Next Steps</p>
	<p>2026 – 2027 Review</p> <ul style="list-style-type: none"> •
	<p>Next Steps</p>

Climate Education and Green Careers:

How can we prepare students for work impacted by climate change through education and practice?

What have we already done to develop a curriculum that links to nature, climate change and sustainability?

- Half a term is currently taught with a focus on the sustainable Global Goals.
- The sustainable Global Goals are linked throughout the curriculum and detailed on yearly curriculum maps
- Sustainability is a focus of the D&T textiles curriculum.
- Books purchased around the themes of the sustainable global goals
- Assemblies held focusing on the sustainable global goals.
- This is a focus area of the current SDP 2025-2026

What is our intent?	Information and/or resources required	Responsibility	Progress
Staff CPD: Staff CPD on sustainability and climate change.	Building a Sustainable World: Embedding Sustainability into the Primary Curriculum	SLT / JW	
Curriculum: Audit the current sustainability content in the curriculum, looking for links where climate education can be included. Embed climate change and sustainability into our curriculum (across all subjects). Focused initially on science, geography and PSHE curriculum.		JW	
Curriculum: Link learning to the outdoor areas. Provide more outdoor learning opportunities in the curriculum. Playground space. Encourage teachers to utilise outdoor spaces across the curriculum	https://www.educationnaturepark.org.uk/	SLT with Subject Leaders	
Curriculum: Purchase books around the theme of climate change.		Sustainability Squad and SLT	
Curriculum – art project Rubbish art – set as whole school homework and then have an exhibit and invite the local community in.		SLT and RW	
Green skills: Eco Schools- Apply for Eco Schools Green Flag Award in 2025 – 2026 ● Environmental Review	https://www.eco-schools.org.uk/	SLT / LP	

<ul style="list-style-type: none"> ● Action Plan ● Curriculum links ● Informing and involving ● Monitoring and evaluation ● Eco code 			
<p>Culture: Organise a working group to focus on Climate Change Education, with staff, pupil and governor representation.</p> <p>Culture: Include sustainability at staff briefings.</p>		SLT	
<p>Community: Give a space for sustainability in the school newsletters. Either contributions by Senior Leaders, classes or Sustainability Squad</p>		SLT	
<p>Curriculum: Create a climate change whole school display in the school hall.</p>		RW	
<p>Sustainability Squad: Recruit a Sustainability Squad who will lead change and work alongside KW and STJ to complete actions detailed in this action plan</p>		STJ and KW	
<p>Pupil voice: Baseline survey on climate change. Use the results to understand what they perceive to be the issues and what they already know and then plan and deliver assemblies accordingly.</p> <ol style="list-style-type: none"> 1. <i>Who thinks learning about climate change is important?</i> 2. <i>What do you know about climate change?</i> 3. <i>Name some ways we can look after our environment</i> 4. <i>What's one small thing you could do at home or school to help with climate change?</i> 		Sustainability Squad, STJ and KW	
<p>Outdoor learning: Review the curriculum to look for opportunities for outdoor learning.</p>	Learning Outside the Classroom - CLOtC - Helping you take your teaching beyond the classroom	SLT and Subject Leaders	
<p>Class Rooms: Teach pupils and staff to monitor room temperature and turn off lights when not in use.</p>		Assembly - SLT	
<p>Single Use Plastics: Ban single use plastics bottles at Meadlands.</p>		SLT and PTFA	

During PTFA events and Christmas lunch use reusable or recyclable plates, cups and cutlery.			
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I M P A C T	2025 – 2026 Review <ul style="list-style-type: none">•
	Next Steps
	2026 – 2027 Review <ul style="list-style-type: none">•
	Next Steps

Cost to date:
