



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 done 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

Energy:

Carry out a spot check to see if electrical items are left on after school.
Look at charging points, printers.

SLT

Consider the use of a 7-day timer switch.			
Energy champions: Engage children in energy monitoring. This will be reviewed throughout the year		KW & STJ Sustainability Squad	Autumn Term Sustainability Squad completed an audit of classrooms during lunchtimes keeping a daily record of which classrooms had left their lights on.
Energy: Complete a sustainability audit, to find out our baseline. Conduct a carbon audit to identify the biggest impact in the school. Work out the carbon emissions of the school (Count your Carbon)		SLT Sustainability Squad	Summer Term: This was completed by Year 4 during our Sustainability Day. Year 6 will also be completing the Carbon Count during Summer 2.
Energy: Meet with the School Business Manager and discuss current energy usage. Discuss the thermostat and at what temperature does the heating turn on. Can we turn the thermostat down by 1 degree?		JG DE	Spring Term During the recent boiler refit, temps have been reduced by either 1 or 2 degrees. Also, once fully operational we shall be able to manage the system at a more detailed level, giving greater savings.
Waste: Review our recycling procedures. Ensure all recycling bins are clearly labelled and have clear expectations about what can/cannot be recycled. This will be reviewed throughout the year	https://www.youngclimatewarriors.org/inspirational-resources Resources - The Action Pack	Sustainability Squad STJ ad KW	Autumn Term Sustainability Squad completed an audit of recycling and trash bins across the school. They identify if classrooms had both bins and if they were labelled. Following this activity teachers who did not have a recycling bin

			were spoken to and new labels were created to ensure all bins were easily identifiable. This will be followed up in the Spring assembly. Spring Term Grant submitted and accepted. Richmond and Wandsworth Micro Climate Action grants for £496, part of which will be used to purchase a recycling bin for the playground. Summer Term Sustainability Squad researched and selected a whole school playground paper recycling bin 'Buddy'. He will be launched in September and features in our 3rd newsletter. 
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.	Pupil Power - Plastic Free Schools - Surfers Against Sewage	SLT	As a school we do not laminate. The window is currently not open to sign up for the Plastic Free Schools accreditation
Waste: Review food bins/food waste/compost bins.		Sustainability Squad	Spring Term

		SJT and KW	New initiative to have a food waste bin on the playground during playtimes to encourage children to recycle their food waste. See Sustainability Squad newsletter 2 for photos. Grant submitted to allow us to buy a composter to be used to turn food waste into compost that can be used on the school grounds. GRANT NOT SUCCESSFUL
Transport: Travel plan – undertake a travel survey and consult staff on commuting. Participate in the three annual Active Travel Weeks. 1. Sustrans Big Walk and Wheel – March 2026 2. Living Steps Walk to School 3. Cycle to School Week – October 2025 Encourage families to walk/scoot/cycle/car share where possible/ walk the last bit of the journey to school. Review bike and scooter storage at school. Promote lower carbon transportation options	https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week/ https://bigwalkandwheel.org.uk/ https://www.bikeability.org.uk/cycleto-school-week/	STJ and KW	October 2025: Travel survey conducted as part of our Active Travel STARs work. 95% of the school completed the survey and results show: 82% actively travel to school 137 pupils then shared that they would like to either cycle or scoot to school instead of walking. October 2025: We took part in Cycle to School week in October 2025. Audit conducted. We currently have 1 covered bike shed located in the car park and additional scooter and bike parking located within the school playground and outside Reception. We currently don't need any additional storage, but just need to relocate the scooter parks to be more accessible at the front of the school. Autumn 2025:

		Submitted grant to Richmond and Wandsworth Active Travel Team for £2500 to allow Meadlands to implement a cycle to work scheme. Our grant was accepted and we have worked with Moore's cycles to purchase 5 hybrid bikes. 4 of these bikes will be loaned to staff on a yearly basis allowing them to cycle to work. 1 bike will be retained as a communal bike. Spring Term Please see Sustainability Squad newsletter 2 with a section highlighting the Cycle to Work scheme we have managed to implement. All 5 bikes have been loaned out. 3 to members of staff who live out of Ham and cycle and 2 to local members of staff. "I have really enjoyed cycling to school. It has had a positive impact on my mental health. It has also encouraged my friends and Meadlands mums to also get on their bikes and explore the local area". Staff member Summer Term For the week of 18th May, we engaged with Living Streets Walk to School week. As part of this week, all classes completed a daily active travel survey. The
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		class with the highest percentage at the end of the week, will receive a whole class reward. We also implemented a cycle at lunchtime rota, with each class allocated a specific day to cycle on the field.  Evidence has been submitted to TFLs Travel for Life award. We have previously been awarded bronze, this year we are going for gold. This decision has been made in collaboration with the school travel advisor for Richmond. Alongside all of the above we have also implemented a Second Hand Bike market with Peddle my Wheel, where donated bikes were serviced and then sold off to parents at a discounted rate. A Doctor Bike session, where 30 children's bikes received a free service.
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Procurement: Are we reusing everything that we can? Switch to recycled or sustainable sourced paper. Consider using School Resources Exchange when purchasing new resources.	https://www.school-resources-exchange.co.uk/	SLT SLT/Subject Leads	October 2025: We have signed up to the Schools Resources Exchange. Currently there is nothing on there that we need to purchase. When we have bulk items or large items to get rid of we will consider posting an advert on here. Spring 2026: Reviewed paper purchased for photocopying. It is currently not recycled and this comes at a premium cost and the school is currently not in a position financially to make the switch.
I M P A C T	2025 – 2026 Review ● Sustainability Squad involved in ‘lights on’ audit during playtimes and lunchtimes. ● Recycling and trash bin classroom audit conducted – to ensure that each class has one of each bin and these are labelled. New posters created and bins labelled accordingly. ● Key children throughout the school support with emptying the recycling weekly ● Baseline travel survey conducted collecting both staff and pupil responses. ● Children engaged in active travel weeks throughout the year. ● Conducted audit of bike and scooter storage – satisfied that we currently have enough spaces to store children’s cycles and scooters during the school day. ● Grant application submitted to Richmond and Wandsworth and £2500 was awarded for Meadlands to use towards active travel. It has allowed us to purchase 5 adult hybrid bikes for staff to use to cycle to work. 1 bike will be retained as a communal bike. Worked with Moore’s cycles to purchase 5 hybrid bikes. ● Successful in our Richmond Micro Climate grant, which allowed us to purchase a recycling bin and litter pickers. ● Travel for Life Gold application submitted – will find out if we are successful in September. ● We ran 2 very successful events – a second hand bike market and a doctor bike session. More information can be Spring and Summer newsletters. Next Steps: ● Spot check electrical items along with establishing energy monitors ● Big project – Count your Carbon ● Consider the use of single-use plastics across the school including in pack lunches		

			Year 2 as part of their Sustainability Day activities completed an investigation answering the following question: Is there enough light and shade in our school? Where should new shades go?
Water Sustainability: Raise awareness around water consumption.		SLT - assemblies/newsletters/global goals	November 2025: Whole school assembly around toilet manners touched on use of water, but also fat bergs.
Gutters and drains: Site Manager to ensure regular clearance of gutters and internal drains is complete to prevent damage to property and possible flooding.		DE	Spring Term; Gutters are cleared twice a year - often by our gutterage consultant.

I M P A C T	2025 – 2026 Review - Year 2s Whole school Sustainability day focused on a shade mapping exercise and establishing whether we have enough shade provision within the school grounds. During the hot weather gazebos have been erected to offer additional for the pupils along with a relaxed uniform and shortened lunchtime during the hottest part of the day. - Clearance of drains and gutters is also established on the Site Managers rolling log of actions.
	Next Steps Raise awareness around water consumption
	2026 – 2027 Review
	Next Steps

Biodiversity:

How can we enhance biodiversity, improve air quality and increase access to, and connections with nature?

How have we already enhanced biodiversity on our school grounds?

How have we already improved air quality and increased access to and connection with nature?

- Existing wildlife and pond area continually maintained to ensure local wildlife including foxes, badgers, squirrels and wild birds
- Wildlife corridor running one length of the perimeter of the school field with access to the Wildlife area for animals who use it
- Allotment areas already developed with fruit and vegetables grown and where possible used in Food Technology lessons and in the kitchen for school lunches. EG mint used in watermelon and mint salad.
- In previous years all children in EYFS and KS1 Have had termly Forest School lessons
- Ongoing Forest School afterschool Club run by our Forest School Lead.
- Voluntarily litter picking activity available for children to participate in during lunchtimes.
- Green roof installed as part of Nursery building
- Grounds Day ran yearly with a focus on developing and maintaining our outdoor space. This will now have a greater focus on sustainability

Action	Information and/or resources required	Responsibility	Progress
Biodiversity: Develop pond area - add bird boxes to the wildlife area to encourage birds to nest. Summer	Home BTO	DE	Spring Term Grant submitted mid-March which if accepted would allow us to further develop this area. GRANT NOT SUCCESSFUL
Biodiversity: Classes to undertake a BioBlitz around school in each term- can use National Education Nature Park's 'Hidden Nature Challenge' to gather and track biodiversity data. Each year group has an area of the school grounds to study throughout the year. As part of the BioBlitz, the class finds and identifies as many species as possible in a specific area. Spring Register for the National Education Nature Park and undertake biodiversity mapping of habitats on the school grounds.	Home Education Nature Park	CT SLT	Summer Term As part of our sustainability day, Year 3 undertook a biodiversity investigation and audit across the Meadlands site. They answered this question: How biodiverse is our school?
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.	https://www.rhs.org.uk/	SK and ES to oversee Parent Volunteers	Spring STJ has spoken with the catering team regarding using produce that is grown on the school grounds during lunch. This is

			possible, but just has to be logged. Spring Term Grant submitted mid-March which if accepted would allow us to purchase an allotment shed. Allotment is maintained by our parent volunteer team and overseen by Mrs Kelly and Miss Skinns. GRANT NOT SUCCESSFUL Having reviewed the DT schedule, food items would not be ready for harvesting for this unit.
Biodiversity: Involve children in maintaining outdoor areas. Create signs to increase awareness of wild areas, pollinators, plant identification charts and insect identification charts.		Sustainability Squad Use NF to support with signage	Spring Term Grant submitted mid-March which if accepted would allow us to work with a local graphic designer to create signs educating children and visitors about animals and plants found at Meadlands. GRANT NOT SUCCESSFUL
Forest Schools: Each child in EYFS and KS1 gets Forest School Sessions for a term of the year 2026 -2027	https://forestschoollassociation.org/	JN	
Composting: Introduce composters in the playground for children to dispose of fruit waste at breaktime and for allotment waste. Composting and non-composting waste bins in the lunch hall for lunchtime waste.		Assemblies to introduce	Spring 1 First Sustainability assembly introduced food waste at playtimes and added food waste to the new food waste bins. Spring 2

			Grant submitted to buy an upgraded food bin and composter – which would allow us to create our own compost to be used on the allotment. Grant not successful
Litter picking: Regular litter picks by pupils. Take part in the National Litter pick week.		TAs - lunchtime available	September 2025: New litter pickers purchased by the PTFA. These are available to the children during lunchtimes for litter picking on the school field. Summer Term The Micro Action grant was successful. We received £496 to allow us to implement a litter picking community hub at Meadands. Parents are able to loan 2 litter pickers and 1 handi-holder for a week to engage in litter picking. This was rolled out on 18th May. Pupil Voice “Yesterday, we had such a great time collecting trash in the Ham Forest with N. She kept saying that we were protecting nature, and it made her very happy to be part of this activity. ” “We collected 2 full bags of trash!! I think this is such a wonderful initiative. It really gives a sense of helping and

			making a difference while cleaning the environment. ” This grant money has also been used to purchase a paper recycling bin for the playground. During the summer months, lots of children engage in colouring and craft making and this will ensure that as much paper as possible is recycled. The bin was selected in collaboration with the Sustainability Squad .
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I M P A C T	2025 – 2026 Review • New set of litter pickers purchased and these available for litter picking by children during lunchtimes. Where possible this is also an adult led activity once a week. • Open to all children, not just the Sustainability Squad. Richmond Micro Climate grant was successful which has allowed us to set up a litter picking community hub.
	Next Steps • Focus on creating outdoor information signs • Engage in BioBlitz whole school activity. However, it may not be possible to do each term for every class.
	2026 – 2027 Review •
	Next Steps

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 Global Goals.
- Global Goals are linked throughout the curriculum and detailed on yearly curriculum maps
- School Council previously attended Climate Change conference

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	
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 (eco-anxiety).		JW	Summer Term Curriculum yearly overviews have been reviewed and additional links to global goals have been identified. This work now needs to be shared with the class teachers. Summer Term: Sustainability Day All children engaged in a Sustainability Day – a mixture of geography fieldwork and climate change focus. Here are the questions each class investigated and answered Year 1:How do people feel in different areas of our school?

Year 4: How sustainable is our school?

Tuesday - 4th April 2026

Lesson 1 said out how sustainable
our school is?

Geography/quality Work

How ~~well~~
The big question!

How sustainable is our school

Year Group	3	2
Number of students and teachers	32	
Question:	YES	NO
Have you heard about 'sustainability'?	33	0
Do you feel our school appears 'sustainable'?	33	0
Do you recycle paper at school?	33	0
Do you have a compost bin in the classroom?	33	0
Do you use wrap paper for activities?	33	0
Do you often eat all of your lunch?	6	14
Do you buy unseasoned food in the food bank?	31	0
Do you have recycling bins?	31	0
Do you have three rubbish bins in the appropriate bin?	31	0

100%

Year 5: How does traffic impact our school?

Wednesday 14th April 2016

Can I consider the following as an investigation into the amount of traffic around our school?

Big question: What impact does traffic have on our school?

Question 1: How much traffic is there?

Will go out at 4 different times throughout the day. Then will observe how much traffic passes by.

Number of cars	Number of motorbikes	Number of cars waiting	Number of people waiting	Other
start 1st	1	start	start 1st	1111
1	0	1st	0	0
start 2nd	0	start	01	011
0	0	0	0	0
start 3rd	1	start 3rd	00	0
1	0	1	13	0

Question 2: How much sound does the traffic cause?

Will go out at different times throughout the day. Then will use a sound-measuring device to measure the sound, before finding out the average number of decibels caused by the traffic.

completed in Summer 2: **Year 6:**
What is our school's carbon footprint?

			As part of this day, all children made a climate change pledge on a leaf and a whole school climate change tree display was created in the hall.  Year 6 Climate Change workshops Climate Ed ran 2 free workshops with Year 6 with a focus on carbon in our food and belongings.
Curriculum: Link learning to the outdoor areas. Provide more outdoor learning opportunities in the curriculum. Encourage teachers to utilise outdoor spaces across the curriculum	https://www.educationnaturepark.org.uk/	SLT with Subject Leaders	Summer Term We were successful in our bid application to Learning through Landscapes. As part of the grant we get £500 worth of outdoor equipment along with 2 hours of CPD of our choice. We have selected taking the curriculum outdoors for EYFS and Primary. This has been booked to take place on 22nd September 2026.
Curriculum: Purchase books around the theme of climate change. This will be reviewed throughout the year		Sustainability Squad and SLT	Spring 1: Assigned as a homework task for Sustainability Squad to research and present on one book they think the school should purchase around this theme. Books will then be displayed around the Climate Change display for children to borrow.

			Spring 2 Grant submitted mid-March which if accepted will allow us to purchase additional books around climate change GRANT NOT SUCCESSFUL
Curriculum – art project Rubbish art – set as whole school homework and then have an exhibit and invite the local community in. Summer 2027		SLT and RW	
Green skills: Eco Schools- Apply for Eco Schools Green Flag Award in 2025 – 2026 • Environmental Review • Action Plan • Curriculum links • Informing and involving • Monitoring and evaluation • Eco code Summer 2027	https://www.eco-schools.org.uk/	SLT / LP	Spring 1: signed up for Eco-Flags. Normally recommended that you complete your projects for 2 years before applying. The window for applications is the Summer term. Eco-Schools training session 2 attended Spring 2 With the Sustainability Squad we have completed their audit.
Culture: Organise a working group to focus on Climate Change Education, with staff, pupil and governor representation. Culture: Include sustainability at staff briefings.		SLT	October 2025: New link governor role to focus on sustainability and climate change. Sabine Wilkins has been allocated to this role and will participate in a Governor link visit during the academic year. Summer Term Governor Link Visit 14.4.2026

Community: Give sustainability space in school newsletters. Either contributions by Senior Leaders, classes or Sustainability Squad		SLT	There is a dedicated Climate Change page on the website Autumn Term: Sustainability Newsletter Autumn Term Spring Term Sustainability Newsletter Spring Term Summer Term Sustainability Newsletter Summer Term
Curriculum: Create a climate change whole school display in the school hall. This will be updated half-termly		RW	October 2025: Climate change board created. Initially used to display the Sustainability Squad team, meeting minutes and tasks assigned from their first meeting.  November 2025: Updated with homework tasks children have completed including posters reminding children what to recycle. Summer Term

			As part of sustainability day, each child made a climate change pledge and this was added to the whole school display. 
Sustainability Squad: Recruit a Sustainability Squad who will lead change and work alongside KW and STJ to complete actions detailed in this action plan		STJ and KW	Autumn 1 Recruited in Autumn 1 through an application process.
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. 1. Who thinks learning about climate change is important? 2. What do you know about climate change? 3. Name some ways we can look after our environment 4. What's one small thing you could do at home or school to help with climate change?		Sustainability Squad, STJ and KW	Summer 1 Baseline survey completed at the start of Sustainability Day Survey completed and poster created to highlight the key themes and what the children thought. This was then displayed on the climate change noticeboard 

			
Outdoor learning: Review the curriculum to look for opportunities for outdoor learning. Summer 2026	Learning Outside the Classroom - CLOtC - Helping you take your teaching beyond the classroom	SLT and Subject Leaders	Spring Term Grant submitted to learning through landscapes. If we are successful we will also receive 2 hours of CPD with a focus on taking learning and the curriculum outdoors across the school. GRANT SUCCESSFUL
Class Rooms: Teach pupils and staff to monitor room temperature and turn off lights when not in use.		Assembly - SLT	
Single Use Plastics: Ban single use plastics bottles at Meadlands. During PTFA events and Christmas lunch use reusable or recyclable plates, cups and cutlery. Summer 2026		SLT and PTFA	

I M P A C T	2025 – 2026 Review ● Sustainability Squad recruited following the application process. 9 children recruited in total across Key Stage 2. ● Autumn Term Sustainability Newsletter created in collaboration with Squad and shared with parents the first week back. Click here to view ● Registered for the Eco-Schools award. The application window doesn't open until Summer term and they suggest work should be ongoing for 2 years before submitting. ● Sustainability link Governor recruited who will conduct yearly Governor Link visits. ● Whole school sustainability day where each class had a different question to investigate and report back on. ● The whole school display was created to share newsletters and input from Sustainability Squad and learning and pledges from our sustainability day.
	Next Steps ● Eco flags submission, although this now may be shifted to the EYFS Eco flags award. This will encompass a lot of the other areas above.
	2026 – 2027 Review ●
	Next Steps

Cost to date:

- Cycle to work scheme - £2500 (grant - TFL)
- Litter Picking Community Hub and recycling bin - £496 (grant – Micro Action Grant)
- Outdoor learning opportunities and CPD and new outdoor equipment - £500 (grant – Learning through Landscapes)
- Tiffins Eco conference attendance – Free
- Climate Ed Year 6 workshops – Free
- Peddle my Wheel second-hand bike market – Free to run and the school has