Roydon Primary School

CLIMATE ACTION PLAN

The CAP Team

Member of Staff	Area of Responsibility
Tracey Willer	Sustainability, Pupil Voice lead, and member of SLT
Dana Endersby	Sustainability governor and Nature Club lead
Zuzi	School caretaker
Sarah Bradford	Headteacher
Sadie Dowden	Finance officer

What has been achieved already?

Action	Benefit/Impact
Solar panels on school extension	Has had some impact on energy bills
Nature Club	Has started to improve school grounds
Planted some trees	Started to improve school grounds
Allotment area	Teaching children about food miles and growing own food
Separate bins in classroom for sorting rubbish	Made people more aware of recycling
Green Crusaders	Monthly meetings to raise awareness of green issues around school

Decarbonisation

Our Vision *(how can an education setting reduce emissions and support students to be part of the transition to net zero?):*

- Assess school's current carbon emissions by collecting data and calculating Roydon's current carbon footprint, so we have a carbon baseline.
- Take actions to reduce carbon emissions and become more carbon efficient.
- Decide on what to prioritize which actions will have greatest reduction in our carbon footprint.
- Set short-, medium- and long-term targets.
- Monitor carbon emissions and track improvements

Prompt Questions:

- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?
- How could the education setting retrofit their estate and improve energy efficiency?
- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- Does the education setting have a travel plan that encourages staff and students to take zero and lower emission forms of travel to and from the setting?

Action	Link to Improvement Plan/policies	Responsibility & Key Stakeholders	Timescale	Cost	Target/Measure	Progress (Update at regular review points)
Communication • Create sustainability page on school website • Regular updates/newsletters on school website sustainability page	British values – looking after the environment and area in which we live. Recognising everyone's role in the future of the world and its climate Value and respect our world and each other PD - Developing their understanding of how to keep healthy and	Sustainability lead Sustainability governor	Start date: Jan 26 Review Date: Ongoing	Management time	Website to be kept up to date and regular newsletters to be uploaded to website	Sustainability page is up and live on school website
Waste • Review our recycling of paper and card and run campaigns • Review the use single use plastics, investigate plastic-free schools • Review food waste/food bins/compost bins, looking into kitchen waste and infant snack waste		Green Crusaders SLT/Sustainability Lead Site manager Catering staff	Start date: Spring 26 Review Date: Summer 26	Management time Green Crusaders meetings	Recycling posters/ information to be placed in classrooms/staffroom and emailed to staff Recycling bins audit	Have introduced food waste pot in EYFS and wrap around care will roll out to KS1 summ2

Transport • Travel plan – undertake a travel survey and consult staff on commuting • Participate in active travel weeks, with the aim to trigger a permanent shift to sustainable travel • Big walk and wheel week March/April • Walk to school week May 26 • Cycle to school week Oct 27 • Investigate Modeshift STARS for school travel plan • Review bike storage at school • Looking into school minibus contract and how economical the minibus is	maintain an active lifestyle including opportunities to learn about sustainable choices.	Green Crusaders SLT/sustainability lead Site manager	Start date: Spring 26 Review Date: Autumn 26	Management time Green Crusaders meetings	Travel survey, staff and pupils Creation of travel plan Participation in active travel weeks	
Procurement • Review the companies we purchase from, are we using everything we can • Investigate recycle/sustainability sourced paper • Consider using schools resources exchange • Create a sustainable procurement policy • Investigate sourcing locally eg food • Audit cleaning products to find out which omnes are eco-friendly.		HT Sustainability lead Finance manager	Start date: Spring 26 Review Date: Autumn 26	Management time	Creation of sustainable procurement policy	
Food • Encouraging pupils to bring in waste free lunches		Green Crusaders Sustainability lead and governor MSAs	Start date: Spring 26 Review Date: Summer 26	Management time	Investigate plastic free schools	
Energy • Count your carbon audit • Track energy use, water use, waste reduction and solar panel returns. • Running switch of campaigns		Green Crusaders Sustainability lead and governor	Start date: spring 26 Review Date: Autumn 26	Management time Green Crusaders meetings	Completion of carbon audit Look into getting Let's Go Zero in for carbon footprint work and reducing it. Investigate Green Schools Programme	Now SRB is open we can do carbon count for whole school.

Adaptation and Resilience

Our Vision *(how can an education setting adapt their buildings and systems to prepare for the effects of climate change?):*

- We will understand how climate change is affecting Roydon and Roydon Primary School.
- Prepare for the effects of climate change on our school buildings and grounds.
- Risk-assess extreme climate events at Roydon to ensure emergency preparedness.

Prompt Questions:

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost, e.g. IT equipment, boiler, laboratory or other specialist equipment?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

Action	Link to Improvement Plan/policies	Responsibility & Key Stakeholders	Timescale	Cost	Target/Measure	Progress (Update at regular review points)
Policy • Include eco-anxiety and emergency preparedness for extreme weather in safeguarding policy.	**SLT/SMT** Health and safety and wellbeing of all pupils with regards to extreme weather Recgonising everyone's role through school in the future of the world and its climate.	Sustainability lead HT	Start date: Jan 26 Review Date: Jan 27	Management time	Safeguarding policy updated to include eco-anxiety and extreme weather readiness	
Water sustainability • Raise awareness around water consumption • Install water butts to collect run off from roofs.		Green Crusaders sustainability lead	Start date: Feb 26 Review Date: Jan 27	Management time GC meeting	Water consumption posters to be put near tap points and water butts installed.	Have got water butt, need to install
Overheating • Consider adding shaded structures in outdoor space, undertake shade mapping NENP activity		Sustainability lead	Start date: Feb 26 Review Date: July 26	Management time GC meeting	Shade mapping activity completed	

Adverse weather risk assessment • Plan for heat weather and what adjustments need to be made. • If school is in a flood risk area, investigate what adjustments need to be made		Sustainability lead	Start date: April 26 Review Date: July 26	Management time	Adverse weather risk assessment completed	Have looked at if we are in a flood risk area – we came out as low to medium risk.

Biodiversity

Our Vision *(how can an education setting enhance biodiversity, improve air quality and increase access to, and connection with, nature?):*

- Will map and monitor the biodiversity across the school site.
- Increase biodiversity and habitats on the school site.
- Make more frequent use of outdoor areas.

Prompt Questions:

- Has the education setting mapped and recorded biodiversity on their campus?
- Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?
- Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?
- Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?

Action	Link to Improvement Plan/policies	Responsibility & Key Stakeholders	Timescale	Cost	Target/Measure	Progress (Update at regular review points)
Bio blitz - Each year group or class has an area of the school grounds to study and look after throughout the year. Each half term they will undertake a bioblitz of their area to find and identify as many species of plant and animal as possible and help maintain their area.	**Behaviour** Consistently high levels of respect for each other and the school environment. Positive attitude to creating a school environment which celebrates, nurtures and protects nature and the school grounds.	Class teachers Sustainability lead Green Crusaders	Start date: Feb 26 Review Date: Dec 26	Class time every half term to complete bioblitz	BioBlitz completed half termly and data collected and used to improve the different areas.	Going to start in September 26
School pond - Existing school pond to be reestablished. Will need clearing, pruning, redigging, new liner put in and fencing repaired. - apply for grants to complete work required Add bird boxes and frog spawn once reestablished **Allotment area** Extend current allotment area		Sustainability lead	Start date Jan 26 Review Date: July 26	Grants Volunteer time to complete work	Apply for and achieve grant to get pond reestablished Pond area to be reinstated and used by the children Classes to be using allotment and growing stuff Look into RHS garden	Middle of submitting applications for grants. Have started to extend allotment area

Classes to use and grow produce to raise awareness of food miles and seasonality						
Nature parks Complete nature parks activities and challenges including the EYFS ones.		Green Crusaders Nature club	Ongoing	Green Crusaders meeting Nature club sessions	Register for NEP Completion of activities for main school and EYFS	Nature club have been doing activities from the site and EYFs have also been doing some.
Grounds contractors Talk to them about establishing a no-mow area and reducing pesticide use through the school grounds.		Sustainability lead	Start date: Jan 26 Review Date: Dec 26	Management time	No-mow area established on school grounds Reduced use of pesticides	
Quaker Woods/Forest Schools/Waveney Centre Establish links with above groups and see how we could as a school make more use of the different outside local facilities		Sustainability lead	Ongoing	Management time	Firm linked established and children using outside local facilities termly	

Climate Education and Green Skills

Our Vision *(how can an education setting prepare students for a world impacted by climate change through education & practice?):*

- Embed climate change into our curriculum, initially focusing on Science, Geography and PSHE/citizenship
- Offer CPD to staff so they feel confident teaching and talking about climate change.

Prompt Questions:

- In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?
- How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
- Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?
- Are pupils made aware of the likely future career opportunities that exist in the green economy? Do staff have good training about these opportunities?
- What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?

Action	Link to Improvement Plan/policies	Responsibility & Key Stakeholders	Timescale	Cost	Target/Measure	Progress (Update at regular review points)
Staff CPD – training for sustainability lead/governor Governor hub training Carbon literacy training Suffolk sustainability schools network webinars Look into adaptive Pathways in education course and climate wise school expert leader program	**Education/curriculum** We take into account the changing world and prepare pupils for this by ensuring sustainability is embedded consistently across the school from EYFS to Year 6.	Sustainability lead Sustainability governor HT	ongoing	Management time Governor time	Climate leads trained and undertake regular climate CPD	Sustainability lead is carbon literacy trained Sustainability governor has completed NCC governor sustainability training
Staff CPD – for staff Look into climate 180 project for staff CPD Ask Kit to come and do staff meeting Incorporated into staff meetings termly		Sustainability lead Sustainability governor HT	ongoing:	Staff meeting time	Staff to be fully aware of CAP, and climate issues	

Curriculum subjects Audit current sustainability content in the curriculum, looking for links where climate education can be included Embed climate change and sustainability into our curriculum, focusing initially on science, geography and PSHE		Sustainability lead Subject leadership teams	Start date: Jan 26 Review Date: July 26	Management time Subject leadership time	Sustainability to be taught throughout the year as part of the units of work for science, PSHE and geography.	Awaiting curriculum review
Curriculum – outdoor learning Provide more outdoor learning ops in the curriculum Encourage teachers to utilize outdoor spaces across the curriculum		Sustainability lead Subject leadership teams	Start date: Jan 26 Review Date: July 26	Staff meeting Management time	Outside used more for teaching Look at getting NENP in for staff CPD	
Green skills Apply for eco schools award dec 26 Work towards RHS level 3 award. Work towards green tree school gold award		Sustainability lead Green Crusaders	Start date: Jan 26 Review Date: Dec 26	Management time Green Crusaders meetings Nature club sessions	Eco schools award achieved	Working towards awards
Community – Create a section on school website to include action plan, eco award updates, green Crusaders actions, nature club		Sustainability lead Nature club lead	ongoing	Management time	Sustainability section on website to be updated half termly with what's been happening in school	Section is live on website just need to update half termly
Curriculum - celebrations Celebrating key environmental days, e.g. Earth Day, World Environmental Day.		Sustainability lead	Ongoing	Management time GC meeting Teaching time		EYFS and warp around acre have been celebrating environmental days, need to roll out to rest of school.
Green skills Careers fairs for juniors including green careers		Sustainability lead HT	April 26	Management time	Green careers to be featured in stalls	
Pupil voice Baseline survey on climate change		Sustainability lead	Initial survey – Jan 26 Follow up survey – July 26	Management time	Survey to be completed to establish baseline to then be resurveyed to see if climate awareness has improved.	Put out summer 2
Networking Mini cop at Norfolk Show and schools garden competition Utilize links with Drake Primary and their sustainability leads		Sustainability lead	Ongoing	Management time	Sustainability is a feature of school life and community	Have put out Wavesae survey with aim to host online teams meeting summer 2

Helping organise WAVEsea events as joint coordinator. Attending Waveney Valley events organized by UEA Climate Ambassadors						Registered for mini-COP 26 and purchased tickets, whole school assembly on time capsulae