



# Staveley CE Primary School

## Climate Action Plan

2025-2028

### Our Vision:

To learn, work and grow together in a way that protects our planet, enriches our community, and inspires sustainable choices for a brighter, greener future, nurturing a generation of thoughtful, responsible stewards of God's creation.

## What is a Climate Action Plan?

A key initiative of the Department for Education (DfE) Sustainability and Climate Change strategy is Climate Action Plans (CAP) and sustainability leadership. The strategy states: **“By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”**

A CAP is a detailed plan to enable an education setting, to progress or commence sustainability initiatives. A CAP allows education settings to take a structured and strategic route toward ensuring they are acting toward, and educating about, sustainability. It is important that the whole education setting is engaged when creating a CAP so that planning becomes action.

Climate Action Plans can help education settings to:

- **Be more resilient to the effects of climate change** - all education settings face significant operational risks from climate change.
- **Meet emission reduction targets** - education settings are a significant source of greenhouse gas emissions within the public sector.
- **Maximise biodiversity value of education estates** - the green and grey space that education settings occupy can be managed in ways that provide a significant boost to nature and biodiversity and provide a space for engagement with the natural world.
- **Be the catalyst for change across communities** - education settings serve as critical hubs for joining people together in the fight against climate change and biodiversity loss.
- **Enable and empower young people** - through a better understanding of climate change, a greater connection to nature and opportunities to participate in sustainability activities we can enable young people to translate knowledge into positive action.

## Key areas of a Climate Action Plan

To align with DfE’s sustainability and climate change strategy, a Climate Action Plan should cover:

- **Decarbonisation** - Reduce emissions and support students to be part of the transition to net zero.
- **Biodiversity** - Enhance biodiversity, improve air quality and increase access to, and connection with, nature.
- **Adaptation and Resilience** - Adapt our buildings and systems to prepare for the effects of climate change.
- **Climate education and green careers** - Prepare students for a world impacted by climate change through education & practice.

# Leadership, Strategy and Culture

## Our aim:

**To deliver change driven by a diverse team of passionate people including pupils, teachers, senior leadership, governors, school business manager, parents and the community.**

## Key facts

The DfE Sustainability and Climate Change Strategy states, 'By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan. This includes early years settings, schools, multi-academy trusts, colleges, and universities.'

It sets a target to reduce greenhouse gas emissions by 75% by 2037 across all education settings.

## Key questions

- Does your setting have a sustainability lead/leadership team?
- Is your settings sustainability lead within the senior leadership team?
- Does your setting have a designated sustainability lead within governance?
- Is sustainability and climate action integrated within your settings strategic plan/school improvement plan?
- Does your setting have a sustainability/climate action policy?
- Does your setting have a climate action plan?
- Who do you need to work with to develop and implement a climate action plan?

## Resources

- Sustainability Support for Education:  
<https://www.sustainabilitysupportforeducation.org.uk/>
- DfE Sustainability and climate change strategy:  
<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy>
- Climate Ambassadors resource:  
<https://www.stem.org.uk/climate-ambassadors-resources>
- Zero Carbon Cumbria:  
<https://zerocarboncumbria.co.uk/project-and-resources/schools/>

## What are we already doing?

- Mrs Greenup and Miss Stokes attended Climate Curriculum and Climate Action Plan training run by CDEC.
- Science subject leadership

- Geography subject leadership
- PSHE subject leadership

Leadership, Strategy and Culture Action	Responsibility and Key Stakeholders	Timescale	Resources / cost	Target / Measure	Progress (update at regular review points)
Appoint a Sustainability Lead and team including teachers, pupils, Governors, SBM and parents.	Lisa Strange	By December 2025	----		Complete Staff members: HG & MS Governors: SP & SR
Hold a staff INSET day to share our Climate Action Plan. What is it? Who is responsible for what? Start looking at the climate curriculum.	Lisa Strange Helen Greenup Michelle Stokes	6 <sup>th</sup> January 2026	Copy of CAP for all staff	All staff in attendance with a clear goal moving forward.	Complete. HG and MS shared our CAP with all staff.
Put Climate Action Plan on school website and share with pupils and parents.	Lisa Strange	By December 2025	----	Pupils and parents will know about our CAP and how they can be involved.	

# Decarbonisation

## Our aim:

To reduce emissions and support students to be part of the transition to Net Zero.

## Key facts

Decarbonisation – human actions that reduce greenhouse gas emissions (e.g. carbon dioxide) from human activity. By 2050, the UK has set a target to reach Net Zero. **Energy and Utilities** typically account for around 23% of emissions in education settings. This includes carbon emissions connected to the production and use of energy, waste collection and disposal, and water use. **Transport** typically accounts for around 33% of emissions in education settings. This includes fuel-use in school vehicles, emissions associated with school trips and staff and student commuting. **Purchasing** typically accounts for around 36% of emissions in education settings. Manufacturing of products creates carbon emissions and schools use a wide range of products in high quantities. It is important to understand purchasing habits and the environmental impact of the products and companies these are sourced from. **Food** typically accounts for around 8% of emissions in education settings. Producing food creates carbon emissions, and each type of food has a different carbon footprint. It is also important to consider where the food is sourced from.

## Key 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 which encourages staff and students to take zero and lower emission forms of travel to and from the setting?

## Resources

- Count Your Carbon: <https://www.countyourcarbon.org/>
- ProVeg: <https://proveg.org.uk/school-plates/#h-what-we-do>
- Energy Sparks: <https://energysparks.org.uk/>
- ModeShift: <https://modeshift.org.uk/>
- Futureproof Cumbria: <https://futureproofcumbria.org.uk/>
- Zero Carbon Cumbria: <https://zerocarboncumbria.co.uk/>

## What are we already doing?

- Motion sensors (lights) installed in KS2 building corridors and the hall.
- New energy efficient triple-glazed windows in KS1 building.

- Cardboard and paper recycling bins in each classroom. Cardboard and paper recycling collected fortnightly.
- Each class has access to school compost bins.
- Pupil Compost Champions work with local Master Composter.
- Community Composting on school site, including Halloween pumpkins.
- The school works with the local community to maintain a hot bin for lunchtime food waste.
- Promote Active Travel (walk, scoot, cycle, car share) during term time / active travel week / FeetFirst.
- Battery recycling boxes in KS1 building and KS2 building.
- Take part yearly in the Bags2School clothing recycling scheme that raises money for FOSS.
- Work with Sustainable Staveley/repair café.
- Toner cartridge recycling.
- School issue reusable water bottles for all pupils.

Decarbonisation Action	Responsibility and Key Stakeholders	Timescale	Resources / cost	Target / Measure	Progress (update at regular review points)
Conduct a carbon audit to calculate the carbon emissions of the school	Shirley Lloyd (SBM) Helen Greenup	By end of February 2026	<a href="https://www.countyourcarbon.org/">https://www.countyourcarbon.org/</a>	School will know how much carbon it produces currently.	
Review recycling of paper and cardboard in classrooms. Hold a recycling assembly to promote the use of scrap paper.	All teachers	By end of February 2026	----	Each class will have recycling bins. Paper and card waste will be reduced by reusing paper for scrap.	
Review temperature of classrooms and communal areas. Turn thermostat down and close doors.	Shirley Lloyd Helen Greenup	By end of April 2026	----	Reduction in oil and energy usage.	
Establish a uniform swap  Turn lights off / switch to LED lights	Parents, FOSS and teachers All teachers and pupils	By Easter holidays  Now	----	Reduction in energy costs.	Jan - Put all lost property uniform out for parents to take. Talked to children about turning lights off.

# Adaptation and Resilience

## Our aim:

To identify, minimise and learn about risks caused by climate change.

## Key facts

Climate change is resulting in a more variable climate with more weather extremes like high temperatures (heat waves), heavy rainfall, wind storms, as well as other hazards, for example associated with rising sea-levels. Adaptation refers to action taken, or behaviour change, to protect ourselves and our environment from impacts of climate change like these.

New school buildings will be designed for a 2°C rise in average global temperatures and future-proofed for a 4°C rise. Currently nearly half of schools are at risk of flooding, with this expected to rise to 75% by 2050. Overheating in school buildings is a significant threat. Schools have reported that concentration levels of children have been affected because of high temperatures and 90% of teachers have had to take action to reduce classroom temperatures.

## Key questions

- Does your setting know where they can find out what their local climate might look like in the future and how extreme weather events might change?
- Has your setting undertaken a climate and extreme weather risk assessment?
- Has your setting experienced the effects of extreme weather? What aspects of your setting's life has been or could be affected by these hazards?
- Does your setting have any vulnerable staff or students who could be at greater risk from climate-related events?
- Is there any important or high-cost infrastructure that your setting needs to ensure remains operational?
- Does your setting have any plans for action in the event of a heat wave or flood?

## Resources

- Climate Just Map Tool: <https://www.climatejust.org.uk/map.html>
- Climate Risk Indicators: <https://uk-cri.org/>
- BBC – What will climate change look like near me?: <https://www.bbc.co.uk/news/resources/idt-d6338d9f-8789-4bc2-b6d7-3691c0e7d138>
- UK Climate Risk: <https://www.ukclimaterisk.org/>

## What are we already doing?

- Water collection and slowing down water entering the drainage system through SudPods provided by United Utilities.

Adaptation and Resilience Action	Responsibility and Key Stakeholders	Timescale	Resources / cost	Target / Measure	Progress (update at regular review points)
Conduct a temperature survey of school buildings and grounds to find hot and cold spots throughout year.	Shirley Lloyd	During 2026	---		
Fit blinds to all classroom windows to create shade and reduce temperature.	Shirley Lloyd	January 2026			Blinds fitted to all infant building windows. Blinds mended in KS2.
Write extreme weather plan for extreme heat, flooding and snow.	Lisa Strange, Helen Greenup, Governors	By Easter 2026	----		
Look for opportunities to create shade in the outside and woodland areas.	Teachers, pupils and governors	By Summer 2026		Shaded areas created on the playground. Pupils using the woodland during playtimes.	

# Biodiversity

## Our aim:

To enhance biodiversity, improve air quality and increase access to, and connection with, nature.

## Key facts

Biodiversity is the variability among living organisms within ecosystems and the ecosystems of which they are a part. A huge variety of species all work together in ecosystems to maintain balance and support life. We rely on these healthy ecosystems for food, water, clean air, medicine, a stable climate and much more. The UK has lost nearly 50% of its biodiversity since 1970 and due to habitat loss, the UK is in the top 10% most nature depleted countries in the world. Nearly 1 in 6 species in the UK are threatened with extinction – hedgehogs are now an endangered species. Cumbria has 24 priority species including: Red Squirrels, Hazel Dormouse, Water Voles, Natterjack Toads, Swifts, Small-Blue Butterfly, Netted Carpet and Rosy Marsh Moths, White-faced Dragonfly, St. Bees Seed-Eater and Northern Dune Tiger Beetles, as well as fungi, lichen and moss. Cumbria is working to increase variety of species in hedgerows (including honeysuckle as it's great for dormice), install nesting boxes for birds, bats and invertebrates, encourage a range of depths in ponds, and have areas of standing deadwood.

## Key questions

- What biodiversity have you got in your setting already?
- What are you already doing to support the biodiversity on your site?
- What do you think you might be doing on your site that could cause a disadvantage to biodiversity?
- What CPD or additional support do you think your setting's community might need to support habitats and biodiversity to thrive in your setting?
- What opportunities do pupils have to learn in, and about nature?
- What co-benefits might increasing biodiversity and nature in your setting bring?

## Resources

- Eco Schools: <https://www.eco-schools.org.uk/ten-topics/biodiversity/>
- Campaign for School Gardening: <https://www.rhs.org.uk/education-learning/school-gardening>
- Education Nature Park: <https://www.educationnaturepark.org.uk/>
- Cumbria Wildlife Trust: <https://www.cumbriawildlifetrust.org.uk/education-lifelong-learning>
- Tree Council: <https://treecouncil.org.uk/young-learning/>

## What are we already doing?

- We have amazing school grounds which include an established woodland, outdoor classroom, field, gardening beds, pond, flower beds and willow den.

- Weekly Outdoor Learning sessions for all EYFS and KS1 pupils (Muddy Mondays or Wellie Wednesdays).
- Participation in twice yearly Outdoor Classroom Day for the whole school.
- Science curriculum includes Animals, Living Things, Habitats, Plants and Growing and Weather.
- Geography curriculum includes Climate and the Environment, Biomes and Climate Zones and Weather.
- RHS School Gardening Club.
- Gold level Green Tree Award issued by the Woodland Trust.
- Wild planting area (with Wendi).
- Partner work with Danni from Cumbria Wildlife Trust.
- Sale of plats and produce from the school garden in the village and at the Summer Fair.

Biodiversity Action	Responsibility and Key Stakeholders	Timescale	Resources / cost	Target / Measure	Progress (update at regular review points)
Conduct the Education Nature Park school grounds audit, mapping different habitats.	All Teachers	During Spring Term 2026	<a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a>		
Make and put up bird boxes Make and put up bat boxes Make more bug hotels Make hedgehog homes	All teachers 1 animal area per class	Summer term			
Create a wildflower corridor  Create awareness signage / ID charts around school	Michelle Stokes	Summer term			
Outdoor Learning for all pupils embedded in the school curriculum. Once a week, timetabled.	Helen Greenup, Michelle Stokes All teachers	Start Jan 2026	----	All pupils will access outdoor learning at least once a week.	<a href="#">Outdoor learning timetable created for whole school.</a>

# Climate Education and Green Skills

## Our aim:

To prepare pupils for a world impacted by climate change.

## Key facts

Climate education is quality, fit for purpose, education that supports students to understand local and global environmental challenges and how they can take individual and collective action to address them. This includes the causes of, impacts of and solutions to climate change. Quality climate education should take a holistic view of sustainability, assessing how environmental challenges intersect with society. Climate education provides students with the opportunity to acquire broad knowledge that underpins our understanding of the climate system and the role humans play in shaping it, however also provides students with key life skills and insights into global citizenship. Students should feel empowered to be active participants in sustainability solutions and will be better prepared to thrive in the green transition.

In 2020, the government set out its Ten Point Plan for a Green Industrial Revolution. This plan will support up to 250,000 green jobs in 2030, by seeking to develop long-term advantage for the UK in new low carbon sectors, such as electric car manufacturing and offshore wind. Despite the focus on these low carbon sectors, it is expected that green skills will be needed in every sector. The UK government has set an ambition for two million green jobs by 2030.

## Key questions

- In what parts of your setting's curriculum do pupils learn about nature, climate change and the importance of sustainability?
- How could climate change and sustainability education be integrated across all subjects and educational stages?
- How confident are your teaching staff in delivering climate change and sustainability material? Do they need CPD or resources?
- Are pupils made aware of the likely future career opportunities which exist in the green economy? Do staff have good training about these opportunities?
- How does your setting help pupils to develop the skills they will need to be able to access green economy careers? How can this be enhanced?

## Resources

- National Climate Education Action Plan: <https://www.reading.ac.uk/planet/climate-education/climate-education-plan>
- Education & Training Foundation: <https://www.et-foundation.co.uk/>
- Transform Our World: <https://www.transform-our-world.org/resources>
- Teach The Future: <https://www.teachthefuture.uk/>
- Climate Literacy Training: <https://futureproofcumbria.org.uk/training/>

## What are we doing already?

- Weekly Outdoor Learning for all EYFS and KS1 pupils (Muddy Monday and Wellie Wednesday).
- Twice yearly participation in Outdoor Classroom Day for all pupils.
- Science curriculum includes Animals, Living Things, Habitats, Plants and Growing and Weather.

- Geography curriculum includes Climate and the Environment, Biomes and Climate Zones and Weather.
- PSHE SCARF units on rights and responsibilities for looking after our world and growing and changes in nature.
- Partner work with Danni from Cumbria Wildlife Trust.
- Bushcraft Residential for all Year 3/4 pupils (With Gareth and Ro at St Catherine’s Wood).
- Glasgow residential trip for Year 5/6 – comparing city and countryside workshops.
- Gardening club.
- Yearly visit to the County Show for all KS2 pupils.
- Yearly participation in activities run by Country Fest.
- Bi-annual Heaves Farm visit.

Climate Education and Green Skills Action	Responsibility and Key Stakeholders	Timescale	Resources / cost	Target / Measure	Progress (update at regular review points)
Integrate the Climate Curriculum into our existing Science, Geography, PSHE and Design Technology Curriculum.	All Subject Leaders	By February 2026	----	Climate Curriculum will be integrated into all aspects of our existing curriculum.	All teachers have audited their class curriculum to find out where we are already covering aspects of the Climate Curriculum.
Weekly Outdoor Learning sessions for all classes covering all aspects of our curriculum and outdoor learning.	All Teachers	By February 2026	----	Each class will have a weekly timetable session for Outdoor Learning.	Outdoor learning timetable created.
Assemblies lead by parents and community members promoting green jobs.	All teachers to liaise with class parents	Ongoing	----		Jan 26 – Assembly by Jonathan Hawkins on Antarctica research work.
Education Nature Park activities Eco Schools award Each class to have area to look after/study	Helen Greenup, Michelle Stokes	Ongoing	----		