

A school where every child becomes a lifelong learner and realises their potential.



Climate Friendly Action Plan

for

Grateley Primary School

Our school is concerned about climate change and sustainability and wishes to be part of the climate solution. We realise that we need to constantly look for new ways of improving our climate performance, in order to minimise the amount of greenhouse gasses that our school releases into the atmosphere. To help us to take positive climate action our eco council are going to be our positive climate action team and they are going to be the voice of the school. Mrs Britton will lead this team alongside Mrs Hill and the Governors who are Mrs Rutherford and Mr Shields.

Climate Friendly Audit Results

Our Climate Friendly Schools Audit was carried out by:

Gemma Hill- Head Teacher

On: Thursday 19th December 2024

We have used our audit results to:

- Establish how climate friendly our school is currently.
- Identify new actions that we can take to become more climate friendly in the next year.
- Plan for future climate action.

We will use this document to track and record our progress

Buildings



ACTION 1:

| Description | Who | Associated Costs | When |
|--|--|--|--|
| <p>Place lots of plants inside your school buildings - start by putting a plant in communal areas. Get the children involved in choosing and caring for their plant. Then look to increase the number of plants as space allows and into classrooms. Plants absorb the greenhouse gas carbon dioxide, so the more we have the better. Having plants in the classroom will encourage children to learn about plants and appreciate their importance. They also make the indoor environment more pleasant and increases the oxygen in the atmosphere. Studies show that indoor plants help to reduce stress, increase productivity and creativity.</p> | <p>Head Teacher Eco Council Lead</p> | <p>Associated costs of purchasing plants</p> | <p>Some plants have already been purchased for communal areas.</p> <p>Spring 1- Eco Council choose plants for classrooms.</p> |
| <p>Share what you are trying to achieve with your building with your whole community. Informing your community about the climate friendly changes you are making to the school buildings will show that you are committed to playing a part in combatting climate change, help them learn about the risks of climate change, and what they can do in their own homes to help.</p> | <p>Head Teacher Eco Council Lead</p> | <p>N/A</p> | <p>Add to weekly newsletter.</p> <p>Add updates to website.</p> <p>Leaflet drop in the village and the noticeboards outside the school.</p> <p>Parish Council Newsletter</p> |

TO COMPLETE BY:

We hope to achieve all of the actions that we have highlighted within this year's Climate Friendly Action Plan but we are constantly looking for our next big climate challenge. In the future we aspire to take the following actions:

| Theme & Action Area | Description | Timescale | Person to Action | Actions | Results |
|---|---|--------------------|----------------------------|----------------|----------------|
| Look into solar panels on the school roof to provide a natural source of sustainability and reduce energy bills. | Reduce the amount of electricity used and therefore reduce energy bills and greenhouse gas emissions. | 2024-25 2025-26 | HT and Governors Team. | | |
| Look into options for sustainable materials on new builds, not only the type of material, but how and where it has been produced. | Using materials that have been sustainably produced means that they are likely to have had less of an impact on the climate. | 2024-25 2025-26 | HT and Governors Team. | | |
| Look into solar panels on any new builds to provide a natural source of sustainability and reduce energy bills. | Reduce the amount of electricity used and therefore reduce energy bills and greenhouse gas emissions. | 2024-25 2025-26 | HT and Governors Team | | |
| Hold and / or host regular climate friendly events like 'bring, share and swap' days in the school hall. | Events like these will educate our community about the need for climate action and may bring new families to our school. | 2024-25 2025-26 | HT and Climate Action Team | | |
| Ask local universities / local businesses to come and talk to our students about how buildings are currently heated and insulated and how the industry is evolving. | Children will then understand the different career options that will be available to them in the future and it will ensure that there are sufficient employees in these industries to satisfy demand, as we transition to a more sustainable way of living. | 2024-25 2025-26 | HT and Climate Action Team | | |
| Turn electrical appliances and lights off when rooms and equipment are not in use. | Staff and children to understand the importance of good habits and reducing the schools energy bills and greenhouse gas emissions. | 2024-25 2025-26 | HT and Climate Action Team | | |

Food



ACTION 1:

| Description | Who | Associated Costs | When |
|--|----------------------------------|--|------|
| Develop the orchard and vegetable plots on the school field. (allotment) | Head Teacher Eco Council Lead | Cost of preparing school grounds -clear area -raised beds -bulbs or seeds for growing | |
| Purchase a compost bin and / or wormery and start to compost all of our garden and food waste. | Head Teacher Eco Council Lead | Cost of compost bin | |
| Purchase water butts for the allotment on the school field. | Head Teacher Eco Council Lead | Cost of the water butts | |

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| Theme & Action Area | Description | Timescale | Person to Action | Actions | Results |
|--|---|--------------------|--|--|---------|
| Incorporate learning about food waste into the curriculum | Linking with healthy eating topics, or environmental topics. | 2024-25 2025-26 | HT and Science/ Geography Subject Leader | <i>Review the curriculum content to include these elements.</i> | |
| Incorporate teaching about the benefits of 'growing your own' into the curriculum, combining it with healthy eating and healthy food choices. | Use growing areas within the school grounds to teach this. | 2024-25 2025-26 | HT and Eco Lead | <i>Review the curriculum content to include these elements.</i> | |
| Research or invite experts into our school. | Teach pupils about the facts around food and what our sustainable food choices will probably look like in the future. | 2024-25 2025-26 | HT and Eco Lead | <i>Review the curriculum content to include these elements.</i> | |
| Children and families develop the allotment. Gardening Club to be established alongside existing Eco Council to look after the allotment. | Teach pupils how to grow and look after food. | 2024-25 2025-26 | HT and Eco Lead | <i>Plan a working party to develop the allotment with staff, families and Governors.</i> | |



Energy

ACTION 1:

| Description | Who | Associated Costs | When |
|---|--|----------------------|------|
| Turn electrical appliances and lights off when rooms and equipment are not in use. (All staff, children and visitors to be reminded.) | HT | N/A | |
| Incorporate lessons on climate change, types of energy sources and energy saving into the curriculum. Include learning about renewable and future energy sources in our curriculum. | HT Curriculum Leads in History and Science | N/A | |
| Plan ways in which we can share information on reducing energy usage with our wider community. Get our pupils involved and find creative ways to share, such as posters or artwork, performances or concerts. | HT and Eco Lead | N/A | |
| Consider options to reduce energy bills and create natural sources of energy (solar panels) | HT and Governor Climate Team | Fitting solar panels | |

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| Theme & Action Area | Description | Timescale | Person to Action | Actions | Results |
|---|---|-----------------------|--|---|---------|
| Install solar panels to generate electricity, choosing the most suitable for our school. | Generating renewable electricity on site will reduce your reliance on electricity produced by burning fossil fuels and potentially save the school money on electricity costs in the long term. | As and when required | HT and Governor Climate Team | | |
| New energy efficient boilers use much less energy than old boilers but it costs a lot of money and greenhouse gas emissions to make a new boiler. | Consider whether replacing our boiler would be worthwhile, and / or plan at what point in the future we will replace the boiler with the most energy efficient available. | As and when required. | Site manager and HT | | |
| When a light bulb breaks, replace it with a new, energy efficient LED one, until all of our light bulbs are LED ones. | Work with HCC supplier to replace all light to LED. LED light bulbs reduce the amount of electricity used for lighting the school and will reduce energy bills. | As and when required. | Site manager and HT | | |
| Incorporate learning about renewable energy into the curriculum. | Linking with sustainability and climate change. | 2024-25 2025-26 | HT and Science/ Geography Subject Leader | <i>Review the curriculum content to include these elements.</i> | |



Grounds

| Description | Who | Associated Costs | When |
|---|-----------------------|------------------|------|
| Grow more plants- use the allotment, create a wild garden on the school field. | HT and Eco Lead | Plant costing | |
| Teach the children that there are many different types of soils and that, as a living thing, a soil can be unhealthy. | HT and Science Leader | N/A | |

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| Theme & Action Area | Description | Time scale | Person to Action | Actions | Results |
|---|--|----------------------|--|--|---------|
| Install an electric car charging point in your staff car park (or even more than one!). | Providing electric car charging points for your staff shows both a commitment to the environment and to your staff. It will also future proof your grounds, as combustion engine vehicles are slowly being phased out and will no longer be available to buy as new in 2030 in the UK. | As and when required | Site manager and HT | | |
| Incorporate learning about the growth of plants and the different types of soil. | Link with curriculum growing in KS1 and Longitudinal Studies. | 2024-25 2025-26 | HT and Science/ Geography Subject Leader | Review the curriculum content to include these elements. | |



Water

ACTION 1:

| Description | Who | Associated Costs | When |
|--|-----------------|---------------------|------|
| Install water butts for collecting rainwater. | HT and Eco Lead | Cost of water butts | |
| Include water saving advice and information in school newsletters or organise an event to highlight our water saving strategies and why we are doing them. | HT | N/A | |

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|--|--|----------------------|---------------------|---------|---------|
| Put Hippos (TM) in older toilets. | Every time a toilet is flushed the Hippo (or similar) not only saves up to 3 litres of water, but it will also reduce our carbon footprint and save us money. | As and when required | HT | | |
| Install a water meter to encourage everyone to use less and so that we only pay for what we use. | Water meters allow water usage to be examined to see where additional water is being used unnecessarily or if there are any unidentified leaks on the site. If we have a water meter then the additional advantage of saving water is that we will reduce costs. | As and when required | Site manager and HT | | |
| Install water butts to collect rainwater | Install water butts on the school field. | Spring Term | HT Eco Lead | | |

Transport



ACTION 1:

| Description | Who | Associated Costs | When |
|--|---------------------------------|------------------|------|
| Work with the local council to install school signs near school safer. | HT with Travel Planner from HCC | | |

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|---|--|--------------------|----------------------|---------|---------|
| Consider the climate impact of all school trips. | Can the same learning experience be had more locally? | 2024-25 2025-26 | HT Senior Teacher | | |
| Create a 'no idling' policy around the school gates and remind people that it is an offence to leave their engine running idle. | Burning petrol and diesel not only releases greenhouse gases into the atmosphere, it also releases other harmful gases and particulates which cause local pollution and may lead to breathing problems in young children. Reducing idling around our school is beneficial to both children and the planet! | 2024-25 2025-26 | HT | | |



Consumption

ACTION 1:

| Description | Who | Associated Costs | When |
|---|-----------------|------------------|------|
| Reduce purchasing of single use items to an absolute minimum. | HT and Eco Lead | N/A | |
| Encourage everyone in our school to recycle plastic, metal and glass products. | HT and Eco Lead | N/A | |
| Develop a school waste policy that incorporates the six principles of sustainability: rethink, refuse, reduce, reuse, repair and recycle. | HT and Eco Lead | N/A | |
| Encourage everyone to actively recycle paper rather than throw it into the general waste. Provide sufficient recycling facilities throughout the school: 1) Ensure every room has recycle bins; 2) Undertake an education campaign around recycling and / or clear signage to ensure bins are used correctly; 3) Track recycling to see if amounts are as expected. | HT and Eco Lead | N/A | |

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| Theme & Action Area | Description | Timescale | Person to Action | Actions | Results |
|---|---|--------------------|------------------|---------|---------|
| Produce and keep updated, a list of sustainable producers and retailers: | 1) Identify items that are bought regularly and/or are currently non-sustainable. 2) Identify items that could be bought second hand and identify suitable places to purchase from; 3) Identify producers/sellers to try and when done so, decide if the quality of the item(s) is suitable and costs are not prohibitive. If so, add the supplier to the list. This can be actioned over a longer time period as items are required. Having a policy in place for sustainable procurement will show our commitment to lowering our consumption and making a positive impact on the climate. | 2024-25 2025-26 | HT and Eco team | | |
| Support our families to help them to reduce the amount of items they need to purchase, especially for school related items. | 1) Set up a uniform swap shop 2) Organise a toy, game and book swap 3) Organise a pre-loved sports kit sale 4) Simplify school uniform to reduce amount purchased, and as an added bonus choose iron-free materials to reduce electricity use. As well as helping families purchase less items for environmental reasons, this is very helpful for families in reducing costs for uniform, especially low-income families. Sale events could also be used to raise funds for the school. Think about discouraging practices that lead to waste e.g. the purchasing of 'plastic tat', teacher gifts that will not be used / consumed. | 2024-25 2025-26 | HT and Eco team | | |

The above Climate Action Plan has been formulated by the Climate Action Team and agreed by:

Head Teacher: Gemma Hill

Date: December 2024

Chair of Governors: Vicky Rutherford

Date: December 2024



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We recognise that, in order to be truly climate friendly and limit our collective impact upon the planet, we will need to constantly strive to improve our performance and check that we are maintaining momentum. We consequently commit to completing an annual review to establish our progress and set new targets.

The Climate Action Team will review our Climate Action Plan and achievements annually.

Date: December 2025

When completing our annual review, we will complete the Climate Friendly School's online Audit again (just in case the Climate Team have placed some new ideas and inspiration online) and use this information, and our current plan, to inform our new Climate Action Plan and to decide our next steps to action.