

# SLADEFIELD INFANT SCHOOL CLIMATE ACTION PLAN

## DECARBONISATION

Action	Who?	When?	Intended Outcome	Resources/Cost	Impact
Deliver a self-led energy audit.  Download our energy audit template from <a href="https://countyourcarbon.org/next-steps">countyourcarbon.org/next-steps</a>	RM/HM/DR	Spring 2025	Understand the sustainability of our energy practices, the key factors that contribute to this, and to identify areas within our control that we can change.	N/A	Changes made based on audit that have a direct positive impact on the school's use of carbon.
Install LED Lighting (on a rolling programme).	HM/DR	From Spring 2025, across 3-year period	LED lights consume significantly less energy than traditional lighting options.	Cost of LED lighting; DR time to install	Lower electricity bills and reduced carbon emissions.
Consider potential renewable energy contracts.	HM	Spring 2025, then yearly when contracts are renewed	Ensuring that energy provided to the school is sourced from a renewable energy provider.	Cost of energy provided	School uses renewable energy, minimising carbon emissions.
Investigate on-site renewable energy.	HM	Spring 2025	Schools can install renewable energy systems generate their own electricity.	Cost of installation	School produces its own green energy on site, reducing reliance on the grid.
Embed a wider range of recycling opportunities (batteries, compost, crisp packets, plastics).	Sustainability Team	From Spring 2025, across 2 year period	School is recycling more items.	Recycling bins; companies to collect recycling	Increase in recycling of materials; children have a greater understanding as to how they are having an impact on decreasing carbon emissions.
Introduce initiatives that reduce carbon emissions (eg. Park & Stride Week; Walk to School Week; Travel Awareness Week).	RM	Across school year, yearly	Raising awareness to decreasing carbon emissions at school.	Class Dojo/Reach More Parents; incentives	Families have a greater understanding as to how they are having an impact on decreasing carbon emissions.
Review current procurement habits.	HM	From Spring 2025, then regularly onwards	School uses more products that are more energy-efficient.	Current product orders	Improved efficiency of products being used in school moving forward.
Consider the purchasing of refurbished products & furniture where possible.	RM/HM/DR	From Spring 2025 onwards	School purchases refurbished products and furniture where reasonable and possible.	Cost of new purchases; items in need of replacement	Recycled items are being purchased where reasonable and possible.
Implement a school uniform swap shop.	RM/SSp/YA	From Spring 2025 onwards	Families are utilising the swap shop rather than purchasing new uniform.	SSp/YA time; regular time to ensure it can be carried out	Less spending made on new products, minimising carbon emissions.
Purchase school water bottles to be taken on trips.	HM	Spring 2025	No child goes on a trip drinking from a plastic water bottle.	Cost of purchase	Less plastic use on trips.

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## **BIODIVERSITY**

Action	Who?	When?	Intended Outcome	Resources/Cost	Impact
Develop an outdoor learning area/Forest School in the old Caretaker's House garden to include: a log pile, a wildlife stack, insect homes	RM/HM/NC	Once outdoor learning area/Forest School is completed by HS2 providers; by end of Summer Term 2025	Increase in the amount of wildlife attracted to the school grounds.	Cost of new purchases	
Develop Garden Area in the school playground to include: plants in pots, insect homes, a bird feeder, wildlife-encouraging flowers	RM/HM	From Spring 2025			
Redevelop Sunshine Garden area on the roof to include: bird feeder, planters to enable growing of own fruit/vegetables	RM/HM/NC	Once Sunshine Garden is completed by HS2 providers; by end of Summer Term 2025	Increase in the number of birds are attracted in the school grounds; grow fruit/vegetables that can be used within the Science/DT Curriculum.	N/A for items– funded by HS2 project; cost of fruit/vegetable seedlings.	Children/families have an enhanced understanding about how they can produce nutritional food using school-grown items.
Organise for opportunities to include biodiversity into school life, to include families working together	RM/NC/TD/JC; liaison with SIPS catering providers		Fruit/Vegetables grown in school are being used within learning opportunities.	Potential cost for support from SIPS catering providers.	
Introduce a compost bin into the school playground	RM/HM/DR to purchase/organise; all staff to have knowledge of to reinforce correct use	From Spring 2025 onwards	Increase in items being recycled in school.	Cost of compost bin & worms.	School can produce own compost to grow plants, flowers, fruits, vegetables.
Embed a wider range of recycling opportunities (batteries, compost, crisp packets, plastics).	Sustainability Team	From Spring 2025, across 2 year period	School is recycling more items.	Recycling bins; companies to collect recycling	Decrease in the amount of litter in natural environments.

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## ADAPTATION & RESILIENCE

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Create procedure to relax dress code in periods of hot weather.	RM	Summer 2025 onwards	Increasing heat is catered for within school.	N/A	Children can still learn in a comfortable environment even during hot weather days.
Increase our school's knowledge of resilience and adaptation by promoting water conservation practices.	RM	Summer 2025	School community is aware of methods to use less water.	N/A	Lower water consumption levels within the school.
Prepare the school for the physical impacts of climate change by installing hard floor resilience measures to reduce flood/leak risk.	BCC, in liaison with RM/HM/DR	Spring/Summer 2025	The school roof will be improved to minimise potential for a leak.	£25,000 from school budget, remainder being paid for by BCC	Less likelihood of a leak through the roof.
Prepare the school for the physical impacts of overheating from climate change by installing ventilation and cooling through new, improved windows in the school hall.			The windows in the school hall will be improved to enable better ventilation and cooling.		The school hall will have better ventilation/cooling in hot weather.

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## CLIMATE EDUCATION AND GREEN CAREERS GOALS

Action	Who?	When?	Intended Outcome	Resources/Cost	Impact
Develop the role of Eco-Heroes within the school.	RM/TD	Ongoing, over time	Eco-Heroes are more involved in the school's climate actions, especially with regards to climate education.	Cost of potential trips/visitors/activity that the Eco-Heroes are involved in	Pupils have increased knowledge of climate developments in the school that directly impact them.
Introduce the children to a wider range of adults whose job improves the climate.	All staff (dependent on knowledge of adults)	Ongoing	Key adults lead assemblies/workshops to outline how they work in climate development.	Cost of workshop/assembly delivery	Children are more inspired to look at a career within climate improvement.
Develop sustainability activities within Year Groups across the year.	TD + staff who produce Science planning	Each Half Term	Specific lessons will be taught around the key sustainability themes.	Cost of resources for activities	Increased pupil understanding of sustainability themes.
Investigate liaison with Secondary School/College Leaders to develop a bespoke 'sharing' experience, where older peers share/introduce Sladefield pupils to a wider range of opportunities for climate change.	RM/TD/MH	Summer Term 2025/Autumn Term 2025	'Sharing' experience takes place.	Potential cost for activities to take place, if appropriate	Sladefield pupils learn about a variety of achievable climate change actions from a more attainable provider.
Create classroom/school monitors to carry out eco-friendly activities.	Class Teachers, led by RM/TD	From Spring 2025 onwards	Improved sustainability within the school.	Cost of new resources to complete monitoring activity	Pupils are active participants in improving the school's sustainability.

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Hold specific 'Green' Days across the school year.	Overseen by RM/TD	From Spring 2025, at least x1 per year, on specific dates linked to national/ international dates	A specific focus is placed on improving the school's climate; money is raised for a eco-friendly charity.	Cost of resources for potential activities	All children in the school develop a shared understanding of being more green; the school is recognised for raising important funds for an eco-friendly charity.
Provide families with opportunities to show ways they are being more sustainable at home by setting regular homework challenges.	RM	From Spring 2025	Families can demonstrate their sustainability at home.	N/A	Sustainability is spread more widely into the wider school community.