



# Climate Friendly Action Plan

for

## Amport CE (Aided) Primary School

Our school is concerned about climate change 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 we have formed a Climate Action Team including our eco-warriors who have worked with the whole school community to write the following Climate Friendly Action Plan.

### Climate Friendly Audit Results

Our Climate Friendly Schools Audit was carried out by:

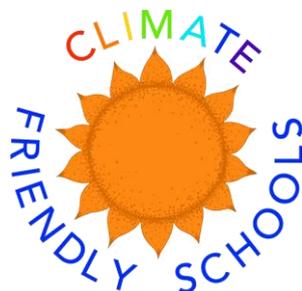
Nicky King

On: 6<sup>th</sup> January 2025

We have used our audit results to:

- Establish how climate friendly our school is currently.
- Identify at least 10 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 and as evidence when applying for Climate Friendly School status.





# Buildings

## ACTION 1:

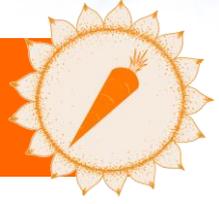
| Description  | Who                            | Associated Costs                                   | When        |
|--|--------------------------------|--|-------------|
| Place lots of plants inside your school buildings - start by putting a plant in each classroom. Get the children involved in choosing and caring for their plant. Then look to increase the number of plants as space allows. 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 | Eco warrior group              | Associated costs of purchasing plants              | Summer 2025 |
| Install artwork that encourages sustainable behaviour. Artwork that communicates climate friendly messages will make staff, students and visitors think about their actions in relation to the environment and will encourage more sustainable behaviour. It will engage children in their environment and their ability to make changes to reduce climate change as well as showcasing what the school is doing to highlight and combat climate change.   | Art Lead and Eco warrior group | Associated costs of purchasing extra art resources | Autumn 2025 |

## 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 |
|---|---|------------|----------------------------|---------|---------|
| Have roofs checked by a specialist to ascertain the current level of insulation and if additional insulation is required.   | This reduces the amount of heat escaping through the roof of the building, thereby reducing energy usage and bills and the associated greenhouse gas emissions.   | 2025-2026  | HT and Climate Action Team |         |         |
| Ask your local university / local businesses to come and talk to your students about how buildings are currently heated and insulated and how the industry is evolving. | young people 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. | 2025-2026  | HT and Climate Action Team |         |         |
| Explore fitting triple (or double) glazing on all windows and doors. thereby decreasing energy usage and costs and associated greenhouse gas emissions                  | Triple or double glazing reduces heat loss from buildings,  | 2025 -2026 | HT and Climate Action Team |         |         |



# Food

## ACTION 1:

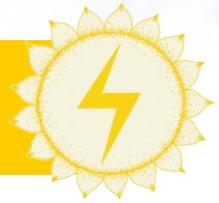
| Description   | Who  | Associated Costs  | When        |
|---|--|---|-------------|
| Identify areas where you can grow vegetables within your school grounds. You don't need a lot of room; pots, raised beds or even green walls can all be used to grow vegetables or fruit. Growing food will reduce the amount of food required by the school kitchens and also allows children to get involved in growing their own food. This is not only fun, but it instils a knowledge and love of growing food | Eco Warrior group,<br>Classteachers<br>PTA | Associated costs with pots, raised beds and seeds                               | Autumn 2026 |
| Purchase a compost bin and / or wormery and start to compost all of your garden and food waste. Creating your own compost means using less peat based compost. Peat is a major store of carbon dioxide and digging it up for agriculture releases carbon dioxide into the atmosphere, as well as reducing important peatland habitats.  | Eco Warrior group,<br>Classteachers        | Associated costs with buying a compost bin and or wormery<br>Approximately £250 | Spring 2026 |

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| Theme & Action Area   | Description   | Timescale | Person to Action              | Actions | Results |
|---|---|-----------|-------------------------------|---------|---------|
| Carry out audit of food waste.  | Being aware of how much food is wasted in your school will allow you to plan better to reduce it. All food has a massive climate footprint, as greenhouse gasses are released in every point of its journey from seed to plate. If farmed unsustainably it can also take up land which could have been used to grow / preserve better carbon stores; destroy soils (another important carbon store); cause petrochemicals to be produced. | 2025-2026 | Eco Warriors and Lunch team   |         |         |
| Buy in season food to reduce production costs and food miles              | Food grown out of season requires additional heating or watering and / or it is brought large distances, increasing its climate footprint. If most of what your school eats is purchased through a catering contract, work with the catering contractor to encourage them to buy more in season produce.  | 2025-2026 | Catering Team                 |         |         |
| Buy food from local companies.  | Buying from local providers means your food has less 'food miles' and is great for your local community too! If most of what your school eats is purchased through a catering contract, work with the catering contractor to encourage them to buy more local produce.  | 2025-2026 | Catering Team                 |         |         |
| Incorporate information about new food technologies into your curriculum. | Consider inviting people working in research or industry to talk to your pupils about what they do. Incorporating new food technologies and possible careers within the future food industry allows children to feel hopeful about their future and understand the role of STEM subjects in future food production.   | 2025-2026 | Eco Warriors<br>Classteachers |         |         |



# Energy

## ACTION 1:

| Description  | Who                           | Associated Costs | When        |
|--|-------------------------------|------------------|-------------|
| Use ECO-modes and ECO-options if available on electrical items such as dishwashers and washing machines. Using ECO modes or options will use less energy and reduce energy costs.  | All staff                     | N/A              | Spring 2025 |
| Put reminder signs on all electrical switches (especially light switches) to remind users to switch off when not in use.   | Eco Warriors                  | Cost of signs    | Spring 2025 |
| Ensure radiators professionally checked for problems and efficiency regularly. Ask your engineer to bleed your radiators regularly and ensure that the correct pressure is going through the system, so that your radiators are working correctly and efficiently. Radiators that are well maintained will use less energy and will have a longer life-span. | Caretaker                     | Cost of checks   | Spring 2025 |
| Incorporate lessons on climate change, types of energy sources and energy saving into the curriculum.<br>Include learning about renewable and future energy sources in your curriculum.  | Classteachers<br>Eco Warriors | N/A              | Summer 2025 |

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| Theme & Action Area  | Description  | Timescale | Person to Action | Actions | Results |
|--|--|-----------|------------------|---------|---------|
| Shout loudly about the great things you're doing as a school to reduce your energy usage | As well as showing your commitment to being a climate friendly school, highlighting your achievements shows other schools and organisations that it is possible to make positive changes.  | 2025-2026 | HT               |         |         |
| Explore grants that fund community energy schemes  | Explore your community energy options with your local authority and community. The more people that use sustainable energy options the less reliant we are on unsustainable, climate polluting fossil fuels.   | 2025-2026 | HT<br>PTA        |         |         |
| Create an information programme  | Create an information programme so that staff know how to heat and cool their rooms most efficiently, e.g. close windows to keep warmth in on cold days, open windows to reduce the need for fans or air conditioning in warm weather, check windows are not blocked so solar radiation can enter the classroom. | 2025-2026 | Eco warriors     |         |         |



# Grounds

## ACTION 1:

| Description   | Who                 | Associated Costs                                    | When        |
|---|---------------------|---|-------------|
| <p>Grow more plants! If you just have hard-standing in your grounds, grow plants in raised beds, pots or re-use things like wheel barrows and wellies! Plants use carbon dioxide during photosynthesis to make glucose, which they then use for energy and to make the structure of the plant itself. The faster a plant grows the more carbon dioxide it will use. However, when a plant dies all of the carbon it has stored gets broken down by insects, fungi and microbes and released as carbon dioxide again. Longer-lived plants are consequently better for the climate in the long-run.</p> <p>More plants not only reduce the levels of CO2 in the atmosphere, they also make your grounds more pleasant and provide a calming atmosphere.</p> | Eco warriors        | Associated costs of purchasing plants and pots      | Spring 2025 |
| <p>Provide your staff with the skills, knowledge and confidence to take learning outside (e.g. Forest Schools Leader, Beach Schools, Accredited Active Learning, Forest Bathing). If your staff can confidently take learning outdoors they will do so and this will not only help with pupil engagement, behaviour and health it will also mean less time powering classrooms and purchasing classroom based resources and paper based activities.</p>   | HT<br>Classteachers | Associated costs of training a Forest School Leader | Summer 2025 |

## TO COMPLETE BY:

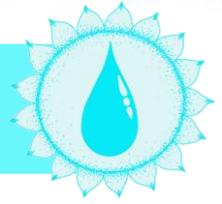
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|--|---|------------------|-------------------------|---------|---------|
| <p>Explore ways of teaching children about ecology and how ecosystems are being effected / affect climate change</p> | <p>Liaise with local university/college to see if they are running any outreach programmes that can help. Children will understand the positive impact they can make in the future as well as understanding what people are doing now to improve the future.</p>  | <p>2025-2026</p> | <p>HT</p>               |         |         |
| <p>Incorporate information about sustainable grounds design careers into your curriculum.</p>                        | <p>Consider inviting people working in these careers into school to talk to your pupils about what they do. Our changing weather will mean that the way we style and think about the environment will have to change. Climate friendly design considerations will need to be made to both mitigate and adapt to climate change.</p> | <p>2025-2026</p> | <p>Year 5/6 Teacher</p> |         |         |



# Water



## ACTION 1:

| Description  | Who                 | Associated Costs | When        |
|--|---------------------|------------------|-------------|
| Carry out a water audit to see where water is being wasted in school and start to plan how this can be addressed   | HT and Eco Warriors | N/A              | Summer 2025 |
| Include water saving advice and information in school newsletters or organise an event to highlight your water saving strategies and why you are doing them. | HT and Eco Warriors | N/A              | Summer 2025 |

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| Theme & Action Area               | Description   | Timescale            | Person to Action    | Actions | Results |
|-----------------------------------|---|----------------------|---------------------|---------|---------|
| 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 your carbon footprint and save you money. | As and when required | Site manager and HT |         |         |



# Transport

## ACTION 1:

| Description  | Who   | Associated Costs | When |
|--|-------|------------------|------|
| Complete a survey of how staff and students currently travel to school and the distance they travel (to assess if walking or cycling is a possibility).                      | HT LA |                  |      |
| Work with the local council to make pathways near school safer and more pleasant for pedestrians. Work with the local council to provide slow down signs through the village | HT LA |                  |      |

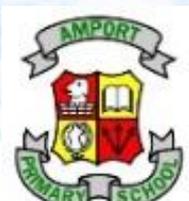
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|---|---|--------------------|------------------|---------|---------|
| Create a 'no idling' policy around the school gates and remind people that it is an offence to leave their engine running idle. | Burning petrol and diesel not only releases greenhouse gases into the atmosphere, it also releases other harmful gases and particulates which cause local pollution and may lead to breathing problems in young | 2024-25<br>2025-26 | HT<br>LA         |         |         |



|  |   |                    |          |  |  |
|--|---|--------------------|----------|--|--|
|  | children. Reducing idling around your school is beneficial to both children and the planet! |                    |          |  |  |
| Consider the climate impact of all school trips. | Can the same learning experience be had more locally?                                       | 2024-25<br>2025-26 | HT<br>LA |  |  |



# Consumption

## ACTION 1:

| Description   | Who                        | Associated Costs | When               |
|---|----------------------------|------------------|--------------------|
| Develop a school waste policy that incorporates the six principles of sustainability: rethink, refuse, reduce, reuse, repair and recycle.   | <i>HT and Eco Warriors</i> |                  | <i>Autumn 2025</i> |
| 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. | <i>HT and Eco Warriors</i> |                  | <i>Summer 2025</i> |

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|---|--|--------------------|---------------------------------------|---------|---------|
| Produce and keep updated a list of sustainable producers and retailers: | 1) Identify items that are bought regularly and/or are currently non-sustainable.<br>2) Identify items that could be bought second hand and identify | 2024-25<br>2025-26 | <i>Admin Officer and Eco Warriors</i> |         |         |



|  |   |                            |                                   |  |  |
|--|---|----------------------------|-----------------------------------|--|--|
|  | <p>suitable places to purchase from;<br/>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.<br/>Having a policy in place for sustainable procurement will show your commitment to lowering your consumption and making a positive impact on the climate.</p> |                            |                                   |  |  |
| <p>Support our families to help them to reduce the amount of items they need to purchase, especially for school related items.</p> | <p>Continue second hand uniform sale. Second hand toy and book sale. Explore other ways to reduce number of items to be purchased for school.</p>   | <p>2024-25<br/>2025-26</p> | <p><i>HT and Eco Warriors</i></p> |  |  |

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

Head Teacher: Nicky King

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_



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 Friendly Action Team will review our Climate Friendly Action Plan and achievements on:

Date: \_\_\_\_\_

We will apply for Climate Friendly Schools Status on:



Date: \_\_\_\_\_

When completing our annual review, we will complete the Climate Friendly School's online Audit again (just in case the Climate Friendly Team have placed some new ideas and inspiration online) and use this information, and our current plan, to inform our new Climate Friendly Action Plan and to decide our next 10 steps to action.

