

# Freshfield Nursery School and Tithe Barn Primary School

## Climate Action Plan

At Freshfield Nursery School and Tithe Barn Primary School

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

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- Senior leadership team, governors- critical for planning and implementation to be successful. They have the authority, capacity, and support to influence and lead strategic change within the setting and ensure climate change and sustainability feature on the agenda at key meetings.
- Learners- inspire enthusiasm to help drive positive change and give learners a sense of agency, whilst increasing their practical knowledge of sustainability and climate change. Learners can develop a sense of pride in their education setting and engage their parents, carers and the wider community in sustainability & climate change, expanding the impact of your CAP.
- Teachers- identify where climate change and sustainability teaching fits into the curriculum and embed this into learning.
- Estates management- it is important the estates manager or management team inform the CAP as they have the operational knowledge of an education setting. This is required for baseline data and to enact more sustainable practices.

Our Sustainability Team is made up of a range of staff and our Eco-Warriors. Driven by our core values, paired with our staff, governors, children and our wider community, we acknowledge and embrace the responsibility for the development and implementation of our climate action plan.

Why do we believe this is important?

It will increase the confidence and expertise of our Sustainability Team, wider staff team, children and governors in understanding climate change and how positive change can be achieved. It creates a culture that prioritises sustainability and enables us to share effective practice with other education settings. It allows us to use data to identify and prioritise action; improve energy and water efficiency, calculate our carbon emissions and identify ways

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## Climate Action Plan

to reduce them, which in time, should support a reduction of operating costs. It will increase resilience as we start adapting to the impacts of climate change, enhance biodiversity and help learners develop skills and knowledge which will help them to contribute to sustainability and climate change in their lives and future jobs.

We will be involving the children in climate action planning in the following ways:

- inspire their enthusiasm to help drive positive change
- increase their practical knowledge of sustainability and climate change
- give the children a sense of agency where anxiety stems from climate concerns
- create a sense of pride in their educational setting
- enable them to share their knowledge and enthusiasm in their local communities
- enable them to engage their parents, carers, and wider community in sustainability and climate change
- develop their understanding and passion for the natural world and ways to protect it

Our areas align with the <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy> :

- decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
- adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating
- biodiversity, for example engaging with the <https://www.educationnaturepark.org.uk/>
- climate education and green careers, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change
- increasing opportunities for access to nature and the local area

Objective	Action	Success Criteria	Due date	Lead
Establish clear sustainability leadership including pupil leadership and voice	Appoint a Sustainability Lead School assemblies	Lead and group in place Weekly after school meetings	April 26	Headteacher/SLT
Embed sustainability in school strategy	Add climate & sustainability to School Development Plan (SDP)	Sustainability is a standing item in SDP with progress reported to termly governing body meetings	Sept 26	Headteacher

# Freshfield Nursery School and Tithe Barn Primary School

## Climate Action Plan

Integrate climate change and sustainability into teaching	Map current curriculum for opportunities (science, geography, PSHE), develop age-appropriate learning outcomes for EYFS–Y6, share good practice through staff meetings	All year groups deliver at least 1 sustainability-themed unit per year	July 2026	Curriculum Leads, Class Teachers
Reduce energy use and carbon footprint	Implement “Switch Off” campaign Energy saving heating/boilers/LED Lighting Installed at Freshfield To be installed Tithe Barn Feb to Sept 2026  Water savings with upgraded toilets TB by Oct 26	5% reduction in energy/water use	Oct 2026	SLT
Improve waste & resource management	Introduce clear recycling bins in every room, compost food waste from lunches  Compost food in staffrooms  Paper recycling for paper towels	50% of waste diverted from landfill by 2028	July 2028	All staff
Increase biodiversity on school grounds	Conduct a biodiversity audit with pupils, create wildlife-friendly areas, plant native trees or hedges.  Take part in RSPB birdwatch and Beewatch.  Nature School Sessions.  Next Boxes  Bug hotels  Hedgehog habitats  Orchard	Wildlife areas established; annual increase in species recorded	July 2028	Sustainability Lead TGAL

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Track progress towards sustainability goals	Display achievements in school. Climate change noticeboard.		July 2028	Sustainability Lead
Join/re-join Eco Schools initiatives Energy Savings Recycling Topics	Apply for Eco Schools awards	Eco schools awards	July 28	Sustainability Lead