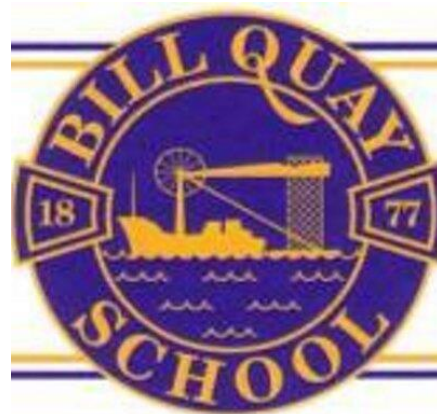


# Bill Quay Primary School

## Climate Action Plan

### 2025-2026



The DfE has called upon all education sectors to create a sustainability action plan to show how we, as a school community, can support both national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have an important role to play in this, particularly in reducing our environmental footprint to work towards net zero and giving all children the skills needed to thrive in a green economy and to help restore nature.

At Bill Quay Primary School, the sustainability lead is Mrs Messenger.

Through their learned and lived experiences, our pupils will develop a broad knowledge and understanding of the importance of nature, sustainability and the broad causes of climate change.



Using the four 'pillars' identified in the DfE's Sustainability and Climate Change Action, our action plan will focus on the following:

- Decarbonisation-taking action to reduce carbon omissions and become more energy efficient.
- Adaptation and resilience mitigation of risks from climate impact, such as flooding.
- Biodiversity-enhance green spaces and diversity around school.
- Climate education and green careers-knowledge-rich teaching about climate change.

By the summer of 2026, we will create a sustainability working group comprising pupils, staff and governors. This group will lead, evaluate and update the objectives set out below.

Action	How will this be achieved?	Planned impact
Decarbonisation		
<p>Everyday initiatives to reduce waste and the consumption of resources.</p>	<p>Travel</p> <ul style="list-style-type: none"> <li>• Staff and pupils turn lights and plugs (esp computers) off whenever can.</li> <li>• Automatic lighting installed.</li> <li>• Heating only on for restricted periods: autumn and winter (turned off on warmer days.)</li> <li>• Increase use of renewable energy sources on the school site.</li> <li>• Encourage refillable water bottles from pupils and staff.</li> <li>• Use of cups and plates, not disposable in breakfast club, events and lunch.</li> <li>• Windows are closed unless rooms are up to temperature</li> <li>• Daylight lights, turn off when light targets met and when no one sensed in room.</li> <li>• Reduction in photocopying and use of paper.</li> </ul>	<p>Increased energy efficiency across the whole school, with children understanding the impact of reducing energy</p>
<p>Walk to school campaign</p>	<p>Energy</p> <ul style="list-style-type: none"> <li>• Encourage journeys taken by walking, cycling and public transport. Create a positive culture and behaviour change around transport use.</li> <li>• Teach the effect emissions have on the environment across the curriculum.</li> </ul>	<p>Greater number of journeys taken by walking, cycling and public transport. Walk to school weeks and initiatives increase sustainable travel and less pupils are driven to school.</p>

Action	How will this be achieved?	Planned impact
<b>Adaptation and resilience</b>		
Mitigate risks from climate change such as flooding.	<ul style="list-style-type: none"> <li>• Reduce the risk of school closures and disruption to exams and lessons through maintenance of building and health and safety walks by leaders.</li> <li>• Grit/salt stores for icy weather</li> <li>• Creation of shady areas around the school site.</li> </ul>	<p>The school is resilient to weather and adverse conditions, minimising the risk of closure</p> <p>Shade is available for children during breaks</p>

Action	How will this be achieved?	Planned impact
<b>Biodiversity</b>		
Initiatives to enhance green spaces and diversity around school.	<ul style="list-style-type: none"> <li>• Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter.</li> <li>• Pupils growing products; cress, beans, tomatoes, herbs.</li> <li>• Grounds planted with additional trees and shrubs.</li> <li>• Raised beds in garden area planted and maintained.</li> <li>• Trips that promote biodiversity-nature reserves and wetlands, West Bolden Lodge.</li> <li>• Increase green space access for EYFS pupils.</li> </ul>	<p>Green space on the school site or nearby are maximised and utilised across school, for learning and play.</p> <p>Trips and visits promote biodiversity and the well-being benefits of being outside.</p>

Action	How will this be achieved?	Planned impact
<b>Climate Education</b>		
<p>Integrate climate change into the curriculum.</p>	<ul style="list-style-type: none"> <li>• CPD for sustainability lead (science lead) with the Centre for Life and the Powering the Future project. Year 6 pupils will take part in a series of 8 lessons culminating in a class trip to the Centre for Life. Disseminate learning across staff.</li> <li>• In light of the project above, review geography and science curriculums. Map opportunities to link with current topics.</li> <li>• Identify opportunities to enhance the curriculum through external visitors and trips-e.g bird boxes, recycling centre.</li> <li>• Create an eco- warrior group of pupils across the school.</li> </ul>	<p>This project will lead curriculum change and will support the sustainability lead in implementing climate education across the curriculum, starting with geography and science.</p> <p>Staff and Governors actively promote and embedding climate education in their existing curriculum.</p> <p>Teachers are confident in teaching about climate change and it is integral into the curriculum</p>