

North Newton Community Primary - Sustainability/Climate Action Plan (CAP)

September 2025 to September 2028



Aims

Raise Awareness:

- Educate children, staff, and families about climate change and its impacts.
- Promote Sustainable Practices: Encourage actions such as reducing waste, conserving energy, and adopting eco-friendly habits within the school community.
- Empower Children: Foster leadership and participation among children in developing and implementing climate action initiatives.
- Reduce Carbon Footprint: Implement measures to minimise the school's environmental impact, such as using renewable energy, reducing single-use plastics, and enhancing recycling programmes.

Integrate Climate Education:

- Embed environmental topics into the curriculum across subjects, encouraging critical thinking and problem-solving skills related to sustainability.

Collaborate with the Community:

- Partner with local organisations, governments and parents to support broader climate action efforts.

Create Green Spaces: I

- Increase biodiversity by creating gardens and developing outdoor learning areas.

Monitor Progress:

- Establish measurable goals and regularly review the school's environmental performance to ensure continuous improvement.

Stewardship:

- Cultivate a sense of responsibility in children and staff to care for the planet.

Inclusivity:

- Ensure all members of the school community are engaged in climate action efforts, regardless of age or background.
- Collaboration: Foster teamwork and collective action within the school and with external stakeholders.

Resilience:

- Build adaptive strategies to respond to the challenges posed by climate change.

Creativity and Innovation:

Encourage inventive solutions to environmental problems and reward forward-thinking approaches.

Respect for Nature:

- Instil a deep appreciation for the natural world and the importance of preserving it for future generations.

Equity and Justice:

- Promote fairness in the distribution of resources and recognise the disproportionate effects of climate change on vulnerable communities.

Long-term Vision:

- Focus on creating sustainable habits and practices that will benefit the school and community for years to come.

Roles	Responsibilities
<p style="text-align: center;">Headteacher (Sustainability Lead)</p>	<ul style="list-style-type: none"> • Make sure staff CPD plans cover sustainability, e.g. including climate change and sustainability in Science teachers' CPD, and providing sustainable usage training for all staff • Review every subject policy in the next 12 months with an eye to sustainability and quality outdoor education • Work with premises and school business staff to look at where to invest money to reduce carbon emissions, and improve sustainability and resilience • Develop our school's climate action plan by 2025 • Communicate the sustainability policy to the school community • Receive and co-ordinate training to all staff (if needed) • Identify appropriate areas of the school grounds to use as an environmental classroom • Encourage whole-school participation in environmental awareness days • Lead a whole-school sustainability audit to identify current and future opportunities for change
<p style="text-align: center;">Curriculum/subject leads</p>	<ul style="list-style-type: none"> • Carry out a sustainability audit for their subject, identifying opportunities to teach about the natural world, sustainable practices and the circular economy • Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing printing • Investigate how to incorporate Forest School and outdoor education into their curriculum area
<p style="text-align: center;">School Business Manager</p>	<ul style="list-style-type: none"> • Carry out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria used when purchasing goods and services • Identify funding opportunities for sustainable development and lead bids for that funding, e.g. smart meters, low-carbon boiler replacement • Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing and turning off lights • Conduct energy and water usage audits at the end of every term: Site Manager

Site caretaker/Cleaner	<ul style="list-style-type: none"> • Keep the school site clean and safe for effective outdoor learning • Make sure all lights, taps, and non-essential appliances are turned off at the end of each day
Governors	<ul style="list-style-type: none"> • Receive training on a whole-school approach to food • Approve policies that have been reviewed with an eye to sustainability and quality outdoor education • Monitor progress of our school's climate action plan • Review the sustainability of the school's practices and procedures

Key website for your CAP plan:

[Supporting Climate Action Plans | Education Nature Park](#)

[Contact us & get involved | Climate Ambassadors](#)

climateambassadors_sw@metoffice.gov.uk

8 Key action plan areas: Biodiversity, Decarbonisation, Food, Air Quality, Outdoor space, Travel plan, Water and Energy

Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation Review Yearly
Biodiversity Action - Curriculum Actions/Knowledge						
Audit whole school focusing upon the 8 key areas	Climate Ambassadors	Baseline	End of Spring Term 2026	Head teacher and Subject leaders	Identify our priorities as a school.	
Review the current Curriculum and the links to sustainability and climate change Subject leaders to complete subject-specific audit around Climate impact	Climate education and green careers	Completion of curriculum review with documented connections to sustainability and climate change by end of academic year; update published on school website	By end of Spring Term 2026	Subject Leaders	Improved student awareness of climate issues and increased integration of sustainability topics across subjects, evaluated through student feedback and curriculum audits	

Develop a Sustainability pupil workforce. Potential name - Eco Warriors to be school and church eco group.	Climate education and green careers	<p>Set up a pupil group. Develop a pupil group action plan</p> <p>Link with the Local church - who will be involved in judging the children's presentations. Why they want to be eco warriors.</p> <p>Local vicar to be part of the presentations and work with group.</p> <p>Rev Dean to hold an Environment club after school</p>	<p>By end of Spring 2026</p> <p>Start 25th Feb</p>	Subject Leader	Improved student awareness of climate issues and increased integration of sustainability topics across subjects, evaluated through student feedback and curriculum audits	
Engage pupils with sustainability through Art and Sculpture - Visiting Artist. Focus Environmental awareness	Climate Education	To launch our sustainability focus through art	End Autumn 2026 1 day each class to embrace our delicate planet through sculpture	Head teacher/ Subject Leads	To launch our sustainability action across the whole school. Badgers class to use a variety of recycled plastics to produce a piece of art work.	All children through art have expressed how fragile our planet is. Evidence final sculpture piece. Evidence of art added to our website and displayed in school.
Register with the National Education Nature Park	How it works Education Nature Park Use resources page - Browse Resources Education Nature Park	Each class looks at National Education Nature Park website and selects a section to work on each half term	By end of Autumn term 2026 Select one a half term to focus upon	Whole School	Whole school becomes aware of the importance of Climate Action Planning	
Identify what the 17 SDGs (Sustainable Development Goals) are which have been adopted by the UN states. Identify how we can thread these through our curriculum	THE 17 GOALS Sustainable Development	Each class to identify what the 17 United Nations sustainable goals are	By the end of Autumn term 2026	Whole school	Whole school becomes aware of the importance of Climate Action Planning	
Incorporate climate literacy into English lessons by including texts and writing	Climate education and green careers	At least two units per year in English classes that feature environmental texts (e.g., poetry, fiction, or non-	Annually	Whole School	Whole school becomes aware of the importance of Climate Action Planning	

tasks focused upon environmental themes		fiction articles about climate change); student writing assignments related to environmental topics are completed and assessed				
Review, Enrich and Embed opportunities for children to connect with nature and the great outdoors throughout the whole curriculum - Link to our School Cultural Capital document	Browse Resources Education Nature Park Use resources from this site	Clear evidence of subject integration with outdoor learning activities; regular, documented learning about climate change in termly curriculum plans	By end of academic year	Subject Leaders	Increased hands-on learning experiences and deeper understanding of environmental concepts, measured through feedback	
Develop other international partnerships to exchange knowledge and promote global climate action awareness	Continue to work with 'Lundy Island'	Continue to develop our links with 'Lundy Island'	Ongoing	Whole School	Increase pupils' understanding and engagement with the local/national environment	
Integrate geography lessons that focus on the impact of climate change locally and globally	Climate education and green careers	Completion of at least one major geography unit per year centred on climate change, including a case study of a local environmental issue; student projects presented to peers or displayed in the school for awareness - This is incorporated in our 'Curriculum Maestro lesson planning'	Ongoing	Subject leaders	Students show increased knowledge of climate change impacts and engagement in local environmental issues, evaluated through quality of projects and presentation outcomes	
Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, Art or History	Climate education and green careers	At least three examples of curriculum-linked projects (e.g. Art project on climate impact, PE focus on outdoor sustainability activities, Wordy of the Week sessions, History lesson on environmental change) each academic year	By end of academic year 2026	Head teacher, subject leaders	Broader curriculum engagement with sustainability, with successful projects showcased and discussed in school, measured by student interest and feedback	
Promoting green careers to pupils	Climate education and green careers	Evidence of at least one session per year dedicated to green careers (workshops, career talks, or visits from professionals in sustainability sectors)	Annually	Head teacher/ Subject leaders	Increased student awareness of green career pathways, measured by participation rates and follow-up interest surveys	
Consider how to stimulate the whole school community to learn more about climate change and share the challenges or ideas in the	Climate education and green careers	At least 3/4 features in newsletters or social media posts per year about climate initiatives and opportunities for community engagement; engagement metrics such as views,	Annually	Subject leaders	Improved school-community connection and awareness of environmental efforts, measured by engagement	

school newsletter or on social media. Badgers class to write a newsletter to parents regarding sustainability each term	Browse Resources Education Nature Park	comments, travel plans, school outdoor environment			statistics and feedback from the school community	
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Decarbonisation Action - Waste						
Review how children currently travel to and from school Pupil working party to identify and monitor our carbon footprint.	Browse Resources Education Nature Park Decarbonisation	Survey sent out to families. Children record this information and monitor half termly. Leader board outside school for climate action. Pupil video on website encouraging climate action Pupils collect and monitor our energy usage and devise ways where we might be able to reduce it.	Ongoing To begin Sept 2026	Class teachers	Community and pupil awareness about our carbon footprint	
Review how plastics are used in our school e.g. reusable water bottles	Browse Resources Education Nature Park Decarbonisation	Survey conducted by KS2 children. Children to write in our Climate action newsletter about being environmentally friendly	Ongoing To begin Jan 2026	Class teachers/ Pupils	Community and pupil awareness about our carbon footprint	
Encourage students and staff to recycle electronics	Decarbonisation	Organise at least one electronics recycling drive per term, with a goal of collecting and responsibly recycling at least 20 electronic items by the end of the academic year. Track participation and publicise results to encourage further involvement	Termly	Business manager/ Site manager/ Cleaner	Increased awareness of electronic waste management and proper recycling practices, measured by the number of items collected and feedback from participants	
Identify what is being thrown away in our school. Do a waste audit of classrooms, staff room, dining hall and the school office	Decarbonisation	Complete an initial waste audit within the first term to identify key waste items and sources. Use findings to set specific reduction targets for the year, and perform follow-up audits each term to measure progress, aiming for a 20% reduction in general waste by year 2027 end	Initial audit in Term 1; follow-up audits every 6 months	Head & Green Team Lead	Identification of key areas of waste and measurable reduction in general waste, evaluated through audit comparisons and progress reports	

Establish student-led "Climate Champions" to monitor and reduce waste in classrooms and communal areas	Decarbonisation	Form a Climate Champions by the start of the academic year; set a target to decrease classroom waste by 15% over the year, measured through regular waste checks and student-led waste reports	By Term 2/3 (Spring/Summer)	Green Team Coordinator & Student Leaders	Empowered students taking ownership of waste reduction, with measurable waste reduction and regular reporting to the school community	
Implement a paper reduction campaign, encouraging double-sided printing and digital alternatives	Decarbonisation	Reduce paper usage by 25% within the school year, tracked through monthly paper consumption records; ensure all printers are set to double-sided printing by default and promote digital assignments where possible	By end of academic year	Office Manager & Computing Lead	Decreased paper usage and increased awareness of digital alternatives, evaluated through consumption data and teacher feedback	
Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled. Recycling separated and pupils and staff educated about the value of resources	Decarbonisation	Set up clearly-labelled recycling bins in all key areas (classrooms, dining hall, and staff rooms) by the end of the first term. Conduct at least two educational sessions per term on recycling practices for students and staff. Measure success through a 30% reduction in contamination of recyclables and regular monitoring of proper recycling use by a student-led audit team	By Term 3, with ongoing sessions each term	Head & Business Manager and Site Manager	Effective recycling practices school-wide, with decreased contamination levels in recycling bins and improved understanding among staff and students, as shown through audits and participation in educational sessions	
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Food						
Educate students about the impact of food waste on the climate and encourage action at school and at home	Climate Education and Green Careers	Integrate lessons about the impact of food waste on climate change into the curriculum, with at least one focussed session per term. Encourage students to commit to reducing food waste at school and home, aiming for a 15% reduction in food waste school-wide by year-end	Annually	Subject Leads	Increased student understanding of food waste's environmental impact, measured through student actions, pledges, and a reduction in school food waste as tracked by the catering team	
Pupils grow food in the school grounds. Investigate setting up an allotment which is then used in cooking lessons	Biodiversity	Establish an allotment site and maintain a bigger school allotment by the end of 2027, with students involved in growing produce. Ensure that the harvested food is used in at least 3 cooking lessons	Ongoing	Science/ Gardening Coordinator/ Parent volunteer	Hands-on learning experiences related to food sustainability, with increased student engagement in growing and cooking with produce from the allotment,	

					measured through student participation and feedback	
Introduce a school-wide campaign to reduce food packaging waste, encouraging reusable containers and packaging-free options	Decarbonisation	Launch a campaign encouraging students and staff to use reusable containers, with a goal to reduce packaging waste by 30% by the end of the academic year. Track packaging waste reduction through regular audits	By end of academic year 2026/7	Business Manager & Science Coordinator	Reduced packaging waste, measured through waste audits and feedback from staff and students, promoting reusable alternatives and eco-conscious choices	
Manage lunchtime to reduce queuing time and ensure all pupils have time to eat and play, reducing food waste due to insufficient eating time	Decarbonisation	Review and adjust lunchtime schedules to reduce queuing time by 20%, ensuring all students have at least 15 minutes to eat and 15 minutes to play. Measure food waste reduction and student satisfaction through surveys and waste audits	By end of Term 3 (Autumn 2026), with ongoing monitoring	Business Manager & Lunchtime Supervisors	Reduced food waste as students are given sufficient time to eat, with improved student satisfaction and participation during lunch, measured through waste tracking and feedback surveys	
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Air Quality						
Encourage children to come to school on foot, bike, or scooter to reduce pollution near the school. School has a bike shed and scooter pods	Climate Education and Green Careers	Increase the number of students using alternative transport (walking, biking, or scootering) by 20% by the end of the academic year. Track participation and encourage the use of walking buses and bike racks	By end of second academic year 2027	Business Manager	Reduced local air pollution from school-related traffic, measured through participation tracking and surveys of travel habits, along with improved air quality around the school	
The grounds are planted with a range of trees, flowers, and shrubs to improve air quality	Biodiversity	Plant at least 10 new trees, shrubs, and plants across the school grounds by the end of Term 3 (Summer). Monitor improvements in air quality with before-and after measurements	Ongoing, Summer Term 2026	Business Manager, Gardening Club	Improved local air quality and biodiversity on the school grounds, tracked through air quality measurements and monitoring the health of newly-planted areas	
Educate students about air pollution and how they can reduce their own exposure to pollution and reduce their contribution to it	Adaptation and Resilience	Integrate air pollution education into at least one subject per year, with all students participating in activities on how to reduce exposure and personal contributions to pollution	Ongoing, starting in Term 2 2026	Head Teacher, Subject Leads	Increased awareness of air pollution, with students taking actionable steps at school and at home to reduce exposure and their carbon	

					footprint, measured through surveys and feedback	
Create a clean air zone around school by implementing 'active' solutions (encouraging parents to switch off engines, park away from school, and walk)	Adaptation and Resilience	Implement a clean air zone initiative by the start of the academic year, encouraging parents to park away from the school and switch off engines. Use air monitors to measure the impact before and after the initiative. Track participation via the school council and Eco Ambassadors	By start of academic year 2026, with ongoing monitoring	Eco Ambassadors, School Council, Business Manager	Improved air quality measured by air monitors, with reduced traffic-related pollution around the school. Success tracked through parent participation, monitoring by the school council, and feedback on air quality improvements	
Organise a workshop for Upper KS2 children from Exeter University/Met Office	Climate Education and Green Careers	Arrange a workshop on air quality for Upper KS2 students, focusing on local air pollution issues, causes, and solutions.	Spring 1, 2027	Head Teacher, class teacher Year 5	Increased student knowledge of local air quality issues, with actionable steps on reducing air pollution, measured through workshop feedback and follow-up student projects	
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Outdoor Space						
Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather - particularly by Y5 and Y6 classrooms	Adaptation and Resilience	Apply for grant funding to plant large trees and introduce other shade structures by July 2027. Aim to complete the project by this date, ensuring that shaded outdoor spaces are available for use in high temperatures	July 2027	Business Manager/ Head teacher	Improved outdoor learning and play environments with reduced heat exposure, measured through student and staff feedback on comfort and usage of shaded areas	
Plant trees and shrubs around the school grounds	Biodiversity	Apply for free shrubs through the Woodland Trust website and plant them with the Gardening Club by March 2027. Aim to plant at least 20 new trees and shrubs to enhance biodiversity and improve air quality	March 2027	Head teacher and The Gardening Club	Enhanced biodiversity and improved air quality on school grounds, with progress tracked through planting records and observations of local wildlife increases	
Enlarge/adapt the KS1 garden and quiet area to support student well-being and connect them with nature	Biodiversity & Well-being	Design and further develop a garden by July 2027, incorporating plants that engage the senses (sight, smell, touch, sound). Ensure student involvement in planting and maintenance, with at least	Start of Spring Term 2027	Head teacher	Increased outdoor learning opportunities, leading to improved student engagement and understanding of environmental topics, evaluated through teacher	

		50% of classes participating in related activities			and student feedback and lesson logs	
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Transport/Travel Plan						
Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Water						
Incorporate local water scarcity and hazard risks into curriculum plans to promote a culture of water conservation	Climate Education and Green Careers	Curriculum plans for Geography and Science include lessons on local water scarcity and hazard risks. Encourage students to develop creative water-saving solutions for the school. Progress measured through student projects and engagement	September 2026	Head Teacher and Subject Leads	Increased student awareness and knowledge of water conservation. Evaluation through student feedback and innovative ideas submitted for school-wide consideration	
Promote the use of refillable water bottles and coffee cups among staff, parents, and students. Educate everyone on pouring leftover water onto the school garden.	Adaptation and Resilience	Reduction in disposable bottle and cup use at school events, with visible re-use of left-over water for garden hydration. Track changes through monitoring waste levels at events	Spring 2026	Business Manager	Decrease in single-use plastics and an increase in sustainable practices, evaluated through waste audits and observations of water re-use	
Install water butts around the school grounds to collect rainwater for watering allotments and plants	Climate Education and Green Careers	Water butts installed at key locations around the school. Measure success through reduced use of potable water for gardening and an increase in the use of collected rainwater	May 2026	Business Manager, Site Manager & Gardening Club	Improved water efficiency and sustainability in school gardening practices. Impact evaluated through monitoring water butt usage and observing plant health	
Launch a "Water Conservation Ambassadors" programme where students lead water-saving initiatives and monitor water use around the school	Climate Education and Green Careers	Recruit and train a group of Water Conservation Ambassadors by May 2026. Ambassadors conduct termly water audits and propose solutions to reduce water waste	May 2026	Global Learning Lead & Business Manager	Empowered student leadership in water conservation. Evaluation based on audit reports, ambassador proposals, and measurable water use reductions	

Action	DfE Link	Target/Measure	Timescale	Responsibility	Intended Impact/Evaluation	Actual Impact/Evaluation
Energy						
Monitor unnecessary usage of electricity within school eg lighting, heating	Climate Education and Green Careers	Pupils monitor lighting being left on for too long	Ongoing	Pupil monitors	Reduction in our electricity bill	
Monitor energy costs monthly and investigate concerns, particularly when the building is not in use	Decarbonisation	Monthly monitoring reports produced, highlighting trends and areas of concern. Ensure energy-saving measures are in place during periods of low building use	Ongoing	Business Manager	Reduction in energy usage, evaluated through regular energy consumption reports and feedback from staff on energy saving practices	
Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices.	Decarbonisation	Thermometers placed in key areas, with regular checks to ensure temperatures are maintained. Immediate adjustments made if temperatures fall outside the specified range	Ongoing	Caretaker Cleaner	Consistent and energy-efficient heating levels maintained, evaluated through temperature logs and reduced heating energy consumption	
Heating controls to be used to limit timings and temperature across school	Decarbonisation	Ensure the heating control panel is fully operational by September 2026. Room thermostats will be used to monitor temperatures throughout the day, with adjustments made as needed to ensure efficiency	Ongoing	Caretaker Cleaner	Improved temperature regulation, reduced energy consumption and increased comfort for staff and students. Evaluation through consistent temperature checks and reduced heating bills	
Monitor the use of air conditioning being used	Decarbonisation	Ensure the heating control panel is fully operational by September 2026. Room thermostats will be used to monitor temperatures throughout the day, with adjustments made as needed to ensure efficiency	Ongoing	Caretaker	Improved temperature regulation, reduced energy consumption and increased comfort for staff and students. Evaluation through consistent temperature checks and reduced heating bills	
Measure, record and publicise savings	Decarbonisation	Establish a baseline measure of energy use by Spring 2026. Implement a campaign encouraging "switch off" practices. Regularly publicise energy savings through school newsletters and displays	Ongoing	Spring 2027	Increased awareness of energy savings among staff and students. Impact evaluated through monthly energy reports, showing a reduction in energy usage,	

					and engagement with published results	
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