

Newchurch Community Primary School

Section: Sustainability and Climate Change Plan

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Evaluation RAG Rating

No Impact

Emerging Impact

Secured Impact

Specific Target Area (Identified from Self-Evaluation)

By July 2027, the school will reduce its environmental impact by 30% through improved energy efficiency, enhanced recycling, sustainable travel initiatives, and integration of climate education across the curriculum, with progress monitored and reviewed each term by the Eco Council and governing board.

Rationale

In the face of accelerating climate change and environmental degradation, schools play a vital role in preparing young people to understand and address the challenges of sustainability. A Sustainability and Climate Plan at Newchurch Community Primary School serves not only to reduce the environmental footprint of the school itself but also to foster a culture of responsibility, stewardship and innovation among students, staff and the wider community.

This plan is grounded in several key principles:

- **Education for the Future**

By integrating sustainability into the curriculum and school culture, students gain essential knowledge and skills to become environmentally conscious citizens. Early education on topics such as energy conservation, waste reduction, biodiversity and climate resilience fosters lifelong awareness and action.

- **Leading by Example**

Schools are central community hubs. A sustainability plan allows the school to model environmentally responsible practices — such as recycling programs, energy-efficient infrastructure, and green spaces — reinforcing lessons taught in the classroom through practical, real-world application.

- **Whole-School Engagement**

Sustainability is most effective when embraced across the entire school. Engaging students, teachers, support staff and families promotes a sense of shared responsibility and community ownership. This builds a collaborative environment where sustainable practices become routine and valued.

- **Health and Wellbeing**

Many sustainability actions, such as improving air quality, increasing access to nature and promoting active transport (walking, cycling), also enhance the physical and mental wellbeing of students and staff. These improvements contribute to a healthier, more inclusive and more positive school environment.

- **Compliance and Global Citizenship**

A climate and sustainability plan helps the school align with national and local environmental policies, educational frameworks (such as the UN Sustainable Development Goals), and expectations from stakeholders. It also supports the development of global citizens who understand their role in creating a fairer, more sustainable world.

- **Long-Term Cost Savings**

Sustainable practices often result in reduced energy, water and waste disposal costs. Over time, these savings can be reinvested into teaching and learning, further enhancing educational outcomes.

Success Criteria (Evaluation criteria) Milestones		By December (Revise dates to match need)	By April (Revise dates to match need)	By July (Revise dates to match need)		
		(Please use the ‘fill colour’ facility under the ‘table’ tab to rag rate this box)	(Please use the ‘fill colour’ facility under the ‘table’ tab to rag rate this box)	(Please use the ‘fill colour’ facility under the ‘table’ tab to rag rate this box)		
Monitoring RAG KEY	Not completed within the time frame	On course to be completed within time frame	Completed within the time frame		Completed – Further action required	
Desired Outcome	Actions	Lead	Date	Monitoring Criteria		RAG
To identify a sustainability team who are climate ambassadors.	Identify key stakeholders to lead on the sustainability plan: - Headteacher (JN) - School Business Manager (RJB) - Maintenance Officer (JC) - Governor (TH) - Curriculum Lead (JT)	JN	July 2025	- There is a focused team in place to ensure the development and implementation of the sustainability and climate action plan. - Progress can be seen over time and this is captured in the Buildings Committee minutes and is a standing agenda item for the Full Governing Board meetings.		
To review policies and procedures	Develop and implement a carbon policy.	JN/RJB	Sept 2025	- Carbon Policy has been written, ratified and shared with all stakeholders. - Green Policy has been written, ratified and shared with all stakeholders. - Climate and sustainability are standard agenda items on the governor agendas and also the staff briefing.		
	Develop and implement a Green policy	JN/RJB	Sept 2025			
	Ensure that sustainability and climate development is a standard agenda item in governing board meetings (especially buildings and premises) and staff briefings.	JN	Sept 2025			
To raise awareness around the school of climate education and sustainability.	Increase visual presence of messages around waste, sustainability and environmental awareness.	JT	July 2025	- Sustainable curriculum development in place for annual awareness days are in place. - Children are able to talk with knowledge about climate education. - Children are actively engaged in sustainability and climate awareness days.		
	Climate awareness days are included in the enrichment curriculum and supported by assemblies.	JT/JN	Sept 2025			
To reduce energy demand and carbon emissions whilst also improving awareness	Conduct an energy audit to understand current consumption.	RJB/JC	July 2025	Energy audit is complete and baseline for consumption is known so improvements can be measured and celebrated.		
	Establish a tracking system for energy	RJB/JC	Sept			

and change behaviours around energy use.	consumption and the savings made – celebrate and wins.		2025	- Eco Council is further developed and Power Rangers are active in their role in ensuring electricity is switched off and power is not wasted. - Plan is in place as a result of the audit with actions identified to reduce energy. - Engagement with Sustainability Support for Education Hub to identify ways of improving energy efficiency https://www.sustainabilitysupportforeducation.org.uk/ - Engagement with National Education Nature Park https://www.educationnaturepark.org.uk/ https://nef.org.uk/ - Cleaning and maintenance plan to include the cleaning of windows, lights and doors and the environment is maintained by JC bit also all staff. - The curriculum includes climate and sustainability education. - School Council and Eco Council engaged in climate and sustainability plan. Minutes are taken on their decisions. - Sensors are in working order and there is a reduction in energy consumption as a result. - The whole school has LED lighting. - Staff behaviours change as a result of training and a consistent message.	
	Establish 'Power Rangers' as a sub-group from of the Eco Council who check on equipment and lighting.	JT	Sept 2025		
	Develop a plan based on audit findings: - Reduce heating, hot water, lighting, and equipment energy use. - Use LED lighting. - Upgrade technology and regular maintenance schedules. - Nothing on the windows - Regular window cleaning - Cleaning of lights and doors	RJB/JN/JC	Sept 2025		
	Involve leadership (e.g. governors, parents, staff, children) in planning and decision-making.	JN/JD/JT	Sept 2025		
	Educate children and staff on energy-saving behaviours.	JN	Sept 2025		
	Use classroom climate control efficiently (e.g., manage heating lag time, turning lights and electrical equipment off).	All staff	July 2025		
	Re-engage the light sensors in each classroom and corridors with a 15 minutes lag in the classroom and a 5 minutes lag in the toilets and corridors.	JC/RJB	Sept 2025		
	Replace any existing lights with LED lights	JC/RJB	July 2026		
	Look at classroom layout and remove obstructions from windows and heaters.	JN/JC/RJB	Sept 2025		
	Closed door policy to keep heat in and cold air escaping.	JN	July 2025		
	Integrate energy learning across the curriculum.	JT/JN	Sept 2025		

To upgrade the heating system	Upgrading of heating system: - Water heater replacement - Boiler replacement - Replacement of radiators	JN/RJB/JC	July 2026	New water heater, heating system and boiler in place resulting in greater energy efficiency	
To reduce water waste and promote sustainable water use.	Create a water management plan with clear roles and responsibilities.	JN/RJB	July 2025	- There is a reduction in the amount of water that is wasted resulting in reduced water costs. - Repairs are made to leaking taps and water in a timely manner (no longer than two weeks). - There is a notable reduction in the need to turn taps off as children have been educated in the need to save water. - Water butts are in place in EYFS outdoor space, near the mud kitchen and by the location where the allotment is to be relocated. - Upgrade of KS2 toilets to include low-flush mechanisms.	
	Monitor bills to establish usage patterns	RJB	July 2026		
	Encourage sustainable behaviours (e.g., turning off taps, monitoring usage).	JT and Eco team	Dec 2025		
	Establish leak check routine by taking a meter reading at the end of the day and first thing in the morning.				
	Repair leaks promptly.	RJB/JC	ongoing		
	Install low-flow taps and upgrade to low-flush toilets.	RJB/LA	Dec 2025		
	Use water butts for rainwater collection for irrigation.	JT/JC	Sept 2025		
	Engage students in water-saving practices.	JT and Eco Team	Dec 2025		
To minimise the school's carbon footprint.	Develop and implement a carbon policy.	JN/RJB	Sept 2025	- Carbon Policy is in place and implemented. - As a result of carbon literacy training for children and staff they understand about the science of climate change, its impacts and how to take action to reduce their carbon footprint. - School has a better understanding of its emissions and which actions could reduce them. - Resources last longer.	
	Offer carbon literacy training to students and staff.	JT	Jan 2026		
	Conduct carbon counting to understand and reduce school emissions.	RJB	July 2026		
	Identify and record embodied carbon in construction and landscape materials.	RJB	July 2026		
	Prioritise materials with a longer life expectancy, even if more expensive.	JN/JC/RJB	ongoing		
	Travel to school audit.	JT	July 2025		
	Look at opportunities for staff to car share or reduce travel e.g. double PPA and work from home etc.	JN	Sept 2025		

To improve sustainability and build community connections within the school grounds.	Use school grounds for climate education and nature learning through curriculum review and subject leadership development.	JN/JT/RS	July 2026	- Subject leaders to complete training on National College for the development of sustainability and climate education across their subject area. - INSET day has been delivered following research and curriculum development completed. - Engagement with Murphys to plant trees, bushes, plants etc as well as increase biodiversity within the school grounds.	
	Develop green boundaries using native species.	JN/JT	July 2026		
	Increase biodiversity (e.g., planting trees, wildflowers, log piles, bug hotels, bird boxes).	JN/JT	July 2026		
	Enhance links with the community through renewable energy projects.	JN/JT	July 2026		
To reduce, reuse, recycle effectively and educate about environmental responsibility.	Identify provider for waste management in line with new legislation	RJB	July 2025	- Waste management programme is implemented and fully effective - Waste is reduced - Children have an increased understanding of sustainability: reduce, reuse and recycle. - Composting area is in place, as well as leaf waste procedures and are used on the allotment.	
	Measure how much waste the school generates and where it goes.	RJB/JC	Sept 2025		
	Staff and pupil training on how to separate waste into types (general, recycling, compost) and purchasing of appropriate bins.	RJB/JC	July 2025		
	Set up composting areas for green waste.	RS/JC	Sept 2025		
	Use leaf waste as natural compost.	JC/SS	July 2026		
	Create waste awareness campaigns in school.	JT	July 2026		
To promote long-term use and responsible consumption.	Choose durable, repairable, and easy-to-clean materials.	JN/RJB/MW/JC	ongoing	- Consumables are reduced - There are less equipment and resources being thrown away - Offering of anything that is being thrown away and could be reused to be considered to offer to alternative location e.g. nurseries and other schools.	
	Use natural and biodegradable resources where possible.	JN/RJB/MW/JC	ongoing		
	Maintain and repair furniture instead of replacing whole units – establish a dynamic maintenance plan.	JN/RJB/MW/JC	ongoing		
	Integrate sustainability into purchasing decisions.	JN/RJB/MW/JC	ongoing		
To prevent water damage and reduce flood risks.	Implement sustainable drainage systems.	RJB/LA/JC	July 2026	- The school drainage system is effective. - Surface water is reduced and water rates reflect this.	
	Surface water management is implemented.	RJB	Dec 2025		

To improve the air pollution	Improve ventilation through the opening of windows each day as part of the maintenance officer's daily routine.	JC	June 2025	https://www.actionforcleanair.org.uk/schools https://www.transform-our-world.org/programmes/clean-air-for-schools https://ltl.org.uk/resources/school-grounds-design-guide/ - Consideration has been given to how children and staff travel to reduce transport-related emissions, with bike and scooter parks created and a possible walking bus established. - Air pollution is reduced in the classrooms	
	Installation of CO ² monitors in school to allow staff to keep a check on the classroom is adequately ventilated.	RJB	Sept 2025		
	Review the products used for cleaning classrooms to ensure they are low-VOC.	JC/RJB	July 2025		
	Establish bike and scooter storage.	JN/RJB	Dec 2025		
	Establish walking bus.	JT	July 2026		
	Establish anti-idling message to parents through the Junior Safety officers.	LW	Sept 2025		
	Planting of more trees and plants to purify the air.	JT	Sept 2025		
	Engage in guidance with agencies to audit current air pollution and establish action plan.	JN/RJB	July 2025		
To improve key building systems	Review the operation of the boiler to ensure that the following are in place: - Annual service - Adjustments to optimise efficiency - Ensure temperature controls match the rooms and their use (check timers especially around clock changes) - Prevent cold air coming into the building e.g. drafts - Ensure the use of thermostats within the classrooms to manage the temperature - Training for staff on the above to ensure consistency and efficiency	JC/RJB	July 2026	- Monitoring of energy results in reduced costs and energy efficiency in addition to the training of expectations of staff - Energy certificate shows improvement as a result of recommendations being acted upon Reference material engaged with: https://www.cibse.org/ guidance on monitoring energy https://www.iservcmb.info/ engage in methodology for saving energy	
	Look at energy certificate and act upon the recommendations given, identifying long-term, medium-term and short-term goals.	JN/RJB/JC	Sept 2025		

	Engage with https://www.salixfinance.co.uk/ for possible funding for development of the school environment.	RJB/TH	Dec 2025		
	Establish monitoring and tracking of consumption, costs and patterns with any fluctuations investigated. Monthly energy management reports to be completed.	RJB/JC	Sept 2025		
	Compare school performance to EFSA benchmarks for: • Lighting • Small power • Heating – gas • Kitchen - gas	RJB/SW/SA	Sept 2025		
	Create a close down plan for school holidays and at the end of the day to reduce costs for energy etc.	RJB/JN/JC	July 2025		
	Audit of temperature in each room and check it meets the occupancy - 20°C is typical setting (18°C all school and 21°C inactive rooms) 15°C in teaching areas.	JC/RJB	July 2025		
	To improve insulation	Changing of windows from single glazed to double glazed.	JN/RJB/JC	July 2027	• Heating costs and energy use reduces as a result of changes of windows and insulation. • Energy certificate shows impact of changes made.
Review of windows and doors with consideration to their replacement with a conditions grant being submitted		JN/RJB	Nov 2026		
Insulation of hot and cold water pipes.		JN/RJB	Nov 2026		
Draught strips on doors and windows		JN/RJB	Nov 2026		
Seal any ventilation ducts		JN/RJB	Nov 2026		