

Greenslade Primary School - Climate Action Plan

Date written: *December 2025*

Next review date: *December 2026*

Previous review dates:

Signature from Senior Leadership: *David Ashley*

Sites where CAP will be shared: GPS Website

What have we already achieved?

| Actions | Benefits to school |
|--|---|
| Biodiversity | |
| <p>Create opportunities to access to nature – Curriculum Planning: Eg Local Walks - Year 1 Termly walks to Shrewsbury Park. Year 6 Wellbeing walks to Lesnes Abbey. Residential School Journey</p> | <p>Children experience improved mental health and wellbeing by developing a love of being outdoors in the fresh air and in a natural environment.</p> <p>Children develop a love and understanding of nature and their environment.</p> <p>Children are inspired by such simple and free activities and take families to enjoy and learn from local environment.</p> <p>Children take up outdoor activities (climbing, hiking, walking in park or countryside, orienteering, astronomy) as a result of experiences on residential school journey.</p> |
| <p>Children always keen to use litter pickers at lunch times to pick up litter.</p> | <p>Children develop pride and respect in school environment.</p> |

| | |
|---|--|
| <p>Develop the skills and confidence of learners to take care of their local environment Lunchtime Monitors / Supervisors in the Peace Garden.</p> | <p>School environment is cleaner and safer as a result of tidy playground.</p> |
| <p>Science, Geography Curriculum and EYFS Goals include units of work on planting and caring for seeds and plants as they grow and develop.</p> | <p>Children develop knowledge, skills and understanding of successful gardening techniques.</p> <p>Children become inspired to become lifelong gardeners and experts in this field.</p> <p>Children get pleasure from nature and develop self-esteem and develop a sense of achievement from growing plants.</p> <p>Children develop a healthy lifestyle and go on to plant at home and in allotments and grow their own vegetables.</p> <p>Children are inspired to become scientists and follow educational journey linked to early love and understanding of how plants develop and grow.</p> |
| <p>Study of biodiversity and natural environment. In assemblies where we look at issues related to recycling and stories about actions that impact on earth. Curriculum study of human impact on environment, eg Year 4 study of plastics and Year 6 scientific study of species.</p> | <p>Children develop a greater understanding of human impact on the earth and make good choices in their lives.</p> |
| <p>Choices made by school related to waste management. Recycling bins added to class and office bins. Clear bin liners and separate bins to distinguish waste types.</p> <p>Food waste in dinner hall now collected in red separate bins for greater ability to compost food waste.</p> | <p>Improved waste management.</p> <p>Children learn about waste management choices.</p> <p>Food waste, cardboard and plastic diverted from land fill sites.</p> |

| | |
|--|--|
| | |
| Decarbonisation | |
| Vision: Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero. | |
| <p><u>Areas of action</u></p> <p>Reducing emissions created through:</p> <p>Energy usage and utilities</p> <p>Purchasing and services</p> | <p><u>Co-benefits of biodiversity pillar</u></p> <ul style="list-style-type: none"> • Cost reductions through increased efficiency (school materials, food and energy) |
| <p>Replacement of single pane, Victorian, wooden sash windows which had deteriorated over 100 years and were draughty and inefficient in energy usage and enabled significant sound pollution.</p> <p>Replaced with double glazed, glare reducing timber framed windows that perfectly matched original design due to listed status of building.</p> <p>Phase 1 August 2013.</p> <p>Phase 2 December 2020.</p> | <p>Increased energy efficiency due to insulation benefits of double glazing.</p> <p>Decrease in noise pollution and disturbance of traffic leading to improved concentration and focus in class.</p> <p>Improvement in appearance of school environment leading to greater pride and respect of school community.</p> <p>Majority funded by Local Authority. School paid for one side elevation.</p> |
| <p>Replacement of old fluorescent strip lighting from (1960s) with LED system in all classrooms, hall, offices, corridors and stairways.</p> <p>Installed April 2021.</p> | <p>Increased energy efficiency due improvements in light sources in all working areas. LED lights use up to 90% less energy so cost savings due to using significantly less energy.</p> |

| | |
|--|---|
| | <p>Tubes have greater lifespan cutting replacement costs and waste.</p> <p>Environmentally friendly, contains no mercury, safer and easier to recycle.</p> <p>Emit little infrared light or UV.</p> <p>Greater durability, withstand shock, vibration and heat better than traditional strip lighting.</p> <p>Instant high quality light source.</p> <p>Can adapt settings to reduce harmful bright lights of traditional tube lighting. Setting for more gentle warm lights.</p> |
| <p>Replacement of failing, costly and asbestos ridden boiler system with new boilers and operating system built on Air Source Heat Pump. Completed July 2022</p> | <p>Energy savings due to new more efficient boilers.</p> <p>Renewable heating solution. Can generate up to 75% of heating and hot water used. Uses heat from outside air and convert it into heat to be used in school. Can extract heat from air even at -15 degrees.</p> <p>Uses electricity, so is not free but delivers 3-4 units of heat per unit of electricity..</p> <p>Low carbon emission.</p> |
| <p>Repair, replacement of Fire Doors across the school. Improved fit meaning improved draft exclusion.</p> | <p>Energy efficiency due to less draft particularly on stairs and between corridors.</p> |
| <p>Meat-free Monday – Chartwells Menu</p> | <p>Reduced food emissions.</p> <p>Promotion of healthy eating options.</p> <p>Cost savings on overall meal provision and contracts with Chartwells.</p> |

| | |
|---|---|
| School uniform sales. | Second hand uniform stalls at FOGS events – reduces carbon footprint of clothing production. Supports families with cost of living challenges. |
| Bicycle and scooter shelters encourages healthy transport to school rather than using cars. | Reduction of harmful emissions from exhaust fumes. Improves parking and congestion around school site. |
| Greater use of text and email contacts with parents rather than paper / hard copy newsletter style communication. | Reduction in paper use. Reduction in transport emissions delivering paper. |
| School use Energy Management Service (through RGB) to procure cheapest and energy efficient energy sources. Responsive to markets across the world. | |
| Adaptation and Resilience | |
| <u>Areas of action</u> Reducing the effects of overheating and/or flooding through physical or operational changes to the site Developing resilience in education settings to extreme weather events Developing staff, learner and community resilience to a changing environment | <u>Co-benefits of biodiversity pillar</u> <ul style="list-style-type: none"> ● Attainment – student education is not affected by extreme weather Students and staff are prepared for a changing British climate |
| Further development of waste management choices – see above. | Waste management improvement. See above. |
| Introduction of playground water fountains. October 2025. | Children more able to respond to manage own hydration needs. Financial saving related to cost of bottled water in the office and transportation carbon footprint |

| | |
|---|--|
| <p>Purchase of sheets, tarpaulins and pop up gazebos to improve shade in playground on days when extensive heat and sunshine.</p> <p>Staff employed at lunchtime to supervise children inside the building on days when there is extensive heat and sunshine.</p> <p>Regular communication with parents and carers to prepare for periods of extremely hot weather. Clothing, hats, drinks, sun cream.</p> <p>Previously purchased fans and small, portable Air Conditioning units to keep classrooms and offices and cools as possible during periods of excessive heat. Victorian building generally cool with good air circulation. Thick walls, tinted windows and high ceilings.</p> <p>Flexible / adaptable timetable to reduce times when children doing PE outside when sun is at hottest. Swap to indoors or mornings.</p> | <p>Improve safety with shade in playground.</p> <p>Children able to access cool safe environment at lunchtimes.</p> <p>Children prepared and able to play outside for short periods of time.</p> <p>Working areas are as cool and suitable for work as possible to reduce lost hours and potentially school closures.</p> <p>In times of extreme heat, school events have been rescheduled eg Sports Day and Family BBQ. 2022.</p> |
| <p>Climate Education and Green Careers</p> | |
| <p><u>Areas of action</u></p> <p>Embedding climate education across the curriculum</p> <p>Building green skills in learners, staff and the education setting community</p> <p>Provide students with skills and opportunities to pursue green careers</p> | <p><u>Co-benefits of climate education and green careers pillar</u></p> <p>Students prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)</p> <p>Careers choices, understanding and skills of learners enhanced as a result of greater knowledge.</p> |
| <p>Previous School Council worked on issues related to our environment.</p> | <p>Children were empowered to take action to improve our responses to climate change. Planters etc.</p> |

| | |
|--|--|
| Whole school curriculum map incorporates issues related to pollution and climate change. Eg - Year 4 work on plastics and Year 6 look at species and sea pollution. | Children learn, understand and develop skills and expertise to make impact through life choices. Across curriculum eg letters written to Prime Minister about plastic in sea. |
| Parents Events | Reduction in use of single use plastic at PTA events. Purchase of recyclable paper cups if required rather than single use plastics that cannot be broken down |
| Transport | Families encouraged to walk, cycle or scoot to school rather than use cars. |
| Catering | Chartwells have statement about reducing single use plastic. HT in discussions re portion size and food wastage. |

How is the school community engaged in developing our climate action plan?

| Community engaged | How? | When? |
|--------------------------|---|---------------------------------------|
| Learners | Through Curriculum being taught. School Council to focus on climate action we can take. Children to join parents in gardening and premises activities to improve environment. | Ongoing Spring 2026 Spring 2026 |
| Staff | Through planning climate action aware curriculum. Leading assemblies. Joining in with whole school climate action plan activities. | Ongoing Ongoing Ongoing |

| | | |
|--------------------------|---|--|
| Leadership and governors | Developing / adapting curriculum. Engagement with this CAP. Supporting vision of school with awareness of Climate Action Plan priorities and targets. | Ongoing Ongoing Ongoing |
| Parents and care givers | Engagement with gardening club. Communication through website and messages regards targets and events. “Parental / Carers Voice” and surveys. | January 2026 January 2026 March 2026 |



Pillar 1: Biodiversity

Vision: To create a better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Areas of action

- Increase biodiversity in and around our school
- Improve air quality in and around our school
- Create opportunities for our children to access nature
- Develop the skills and confidence of learners to take care of their local environment

Co-benefits of biodiversity pillar

- Mental health and wellbeing
- Physical health
- Careers choices and development of knowledge and skills of our learners
- Life choices lead to long term happiness

Greenslade long-term goals in biodiversity

1. Children gain knowledge and understanding due to the embedding of learning about biodiversity in our curriculum.
2. Children are inspired throughout their lives to engage with nature and biodiversity.
3. Our school environment is inviting, inspiring and welcoming.
4. Improve quality of air in our local environment.

| Action | Timescale to complete | Resources required | People to involve | Measures of success |
|--|-----------------------|--------------------|-------------------|---------------------|
| Goal 1: We have mapped out current biodiversity on site and are developing existing spaces to be more biodiverse and we are creating new spaces of increased biodiversity | | | | |

| | | | | |
|---|---------------|---|---|--|
| Develop mapping the biodiversity on site and identifying new areas we could grow things. | February 2026 | Parent volunteer time. | Parents Governors Premises Manager Headteacher | Staff and students know the current biodiversity of our site We know where we could plan improvements to the site and take action |
| Use existing skills of parent volunteers to improve biodiversity by replanting existing beds with range of flowers, shrubs, vegetables and herbs. | July 206 | Parent volunteer time. Materials and planting equipment. Plants, shrubs, flowers and seeds. | Parents Governors Premises Manager Headteacher | Existing spaces and those we choose to develop (eg area at front of the school) are improved in relation to bio diversity. Our school environment is inviting and creates a cared for ethos and atmosphere. |
| Explore issues related to composting on site. | July 2026 | Parent volunteer time Compost bin | | |
| Goal 2: | | | | |
| Improve use of large “Forest School Site” at the front of the school. | July 2026 | Time of Forest School Teacher Parental Volunteer Workforce Cost of tools / machinery | Time of Forest School Teacher Parental Volunteer Workforce | Children can begin to use this area successfully as “dual use” site. Both Forest School but also planting, growing and ecology site. |
| | | Goal 3 | | |
| Explore ways to increase biodiverse food growing. | | | | |

| | | | | |
|---------------------------------------|------------|----------------------|--------------------|--|
| Choose bee friendly crops and plants. | March 2026 | Bee friendly plants. | Parent volunteers. | More bees sited during the growing season. |
|---------------------------------------|------------|----------------------|--------------------|--|



Pillar 2: Decarbonisation

Vision: Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.

Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Purchasing and services
- Transport to and from school
- Food and drinks

Co-benefits of biodiversity pillar

- Cost reductions through increased efficiency (school materials, food and energy)
- Physical health from increased active transport
- Healthy food served to students and staff

Greenslade's long-term goals in decarbonisation

1. Continue to reduce our schools' emissions and we are working towards net zero
2. Continue to minimise food waste at lunchtimes and in the Breakfast and Afterschool Clubs.
3. Grow some leafy green vegetables, herbs and salad crops on site to reduce food miles.
4. For Year 5 & 6 pupils to learn how to ride a bike safely.

| Action | Timescale to complete | Resources required | People to involve | Measures of success |
|--|---|---|--|---|
| e.g. Goal 1: We know our schools' emissions and are working towards net zero | | | | |
| <p>Monitor energy usage through metre readings.</p> <p>Gas, Electricity and Water.</p> <p>Compare monthly reading and costs and prepare report to Governors.</p> <p>Introduce Energy Champions in each class to turn lights off. Discuss with cleaner.</p> | <p>Monthly</p> <p>Monthly</p> <p>Daily</p> <p>February 2026</p> | <p>Premises Manager's time.</p> <p>SSAO's time</p> <p>Children's time.</p> | <p>PM</p> <p>SSAO</p> <p>Teachers to appoint champions.</p> | <p>Governors receive regular energy usage to better understand costs.</p> <p>Governors receive regular energy usage to better understand costs.</p> <p>Save money on lighting costs and train children to</p> |
| Goal 2: | | | | |
| <p>School Council to develop understanding and use of recycling in school.</p> | <p><i>Daily</i></p> | <p><i>School Council Leader</i> <i>Time to organize and lead meetings.</i></p> <p><i>Extra Recycling Bins</i></p> <p><i>Clear recycling bags that are reused.</i></p> | <p><i>School Council Leader</i></p> <p><i>School Council</i></p> <p><i>Class recycling champions</i></p> | <p><i>Develop understanding and knowledge.</i></p> <p><i>Cut "general waste" and save money on collection.</i></p> <p><i>Improve site presentation as reduce number of black sacks by bins.</i></p> |
| <p><i>Food Waste</i></p> <p><i>Further discussions and clarification regarding size of healthy nutritional portions –</i></p> | <p><i>Daily</i></p> | <p><i>Time for meetings and monitoring.</i></p> | <p><i>Headteacher</i></p> <p><i>Chartwell's Area Manager</i></p> <p><i>Cassie – Chef</i></p> | <p><i>Reduce food waist by better matching portion size to age of child and appetite.</i></p> |

| | | | | |
|---|---------------------|---|---|---|
| <i>Discussions with children and Meals Supervisors regarding only taking the amount they are able to eat, whilst eating enough to stay healthy.</i> | | | <i>Senior Meals Supervisor</i> | |
| <i>Walk to School Week</i> | <i>June 2026</i> | <i>Time to communicate, organise and monitor.</i> | <i>Headteacher LA Coordinator</i> | <i>Children and parents understand health benefits, climate benefits, congestion benefits and social benefits of walking to school.</i> |
| <i>Gardening Club to grow own salad and vegetables.</i> | <i>April 2026</i> | <i>Parental time and engagement. Cost of seeds, compost etc. Headteacher time to liaise and coordinate.</i> | <i>Headteacher Parent Volunteers</i> | <i>Inspire and motivate children to enjoy gardening and benefit from the wonderful feeling of eating their own home grown produce. Children develop understanding about energy and climate saving costs of locally farmed goods. Save a little bit of money on the After School Club food bill.</i> |
| <i>Reduce photocopying costs and associated carbon footprint of producing and transporting paper.</i> | <i>January 2026</i> | <i>Time to discuss and monitor costs of photocopying in class.</i> | <i>Headteacher</i> | <i>Reduce financial costs and environmental cost of producing and transporting paper.</i> |
| <i>Cycling Club. Contact LA team who have organised previous cycling lessons.</i> | <i>June 2026</i> | <i>Liaison / Coordinating time with LA team. Cost dependent on LA team – to be paid for by parents / carers with</i> | <i>Headteacher</i> | <i>Children’s fitness. Children’s life skill of cycling. Passion for cycling as grow older reduce use of cars and pollution in atmosphere and carbon</i> |

| | | | | |
|--|--|--|--|--|
| <p><i>Weekly lessons using bikes previously donated as a new class set and not been used since lockdown. Start in playground and move onto road use with supervision.</i></p> <p><i>Get Road Safety awareness as part of the activity.</i></p> | | <p><i>support as required by school,</i></p> | | |
|--|--|--|--|--|



Pillar 3: Adaptation and Resilience

Vision: Resilience to climate change: adapting our education and care buildings and systems to prepare for the effects of climate change.

Areas of action

- Reducing the effects of overheating and/or flooding through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events
- Developing staff, learner and community resilience to a changing environment

Co-benefits of biodiversity pillar

- Attainment – student education is not affected by extreme weather
- Students and staff are prepared for a changing British climate

Greenslade's long-term goals in biodiversity

1. Staff and children know how to keep safe in extreme heat

- 2.
- 3.
- 4.

| Action | Timescale to complete | Resources required | People to involve | Measures of success |
|---|-----------------------------------|---|----------------------------------|--|
| e.g. Goal 1: Staff and children know how to keep safe in extreme heat | | | | |
| Create a school heatwave or extreme heat plan or protocol | May 2026 | <u>Heatwave/extreme heat protocol or plan</u> | Headteacher Safeguarding Lead | <p>We have a heat plan and protocol in place that staff and students understand.</p> <p>School doesn't close during extreme heat events.</p> <p>Children remain safe, cool and hydrated at lunchtimes and during PE lessons.</p> <p>School events are planned for times that are safest in terms of temperature eg two early morning sports day events avoiding hotter afternoons.</p> |
| School is prepared for wetter winters – Drains, gutters and drainpipes frequently cleaned to avoid flooding. | February 2026 January 2026 | Premises Manager's time to monitor blockages and repair and upkeep of the building. To carry out or | Premises Manager | <p>Internal and external flooding risk is reduced.</p> <p>Learning environment is pleasant place to work and play.</p> |

| | | | | |
|--|---------------------|--|---------------------|--|
| <p>Building is kept in a good state of repair to reduce leaks and water ingress.</p> | <p>January 2026</p> | <p>organize repairs and maintenance as required.</p> | | <p>Staff and children feel proud of school and time or learning experiences are not lost due to flooding.</p> |
| <p>Continue on waiting list for a new roof as part of RBG Capital Building Programme.</p> | <p>January 2026</p> | | | |
| <p>Repeated communication with parents to encourage weather appropriate clothing to reduce number of wet playtimes & lunchtimes</p> | <p>January 2026</p> | <p>Office staff time to send text messages. Cost of T2P system.</p> | <p>Office Staff</p> | <p>Children are able to play outside for as much time as possible.</p> |
| <p>Continue to creatively use supervised internal areas during wet weather for those children who prefer this to avoid whole school wet play and lunchtimes.</p> | | <p>Senior Meals Supervisor time to coordinate staff and indoor facilities and resources.</p> | | <p>Indoor resources are available during bad weather for younger children and those that prefer to be indoors in extreme cold or wet conditions.</p> |



Pillar 4: Climate Education and Green Careers

Vision: Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.

Areas of action

- Embedding climate education across the curriculum
- Building green skills in learners, staff and the education setting community
- Provide children with skills and opportunities to pursue green careers

Co-benefits of climate education and green careers pillar

- Children are prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)
- Careers and skills of learners

Greenslade’s long-term goals in climate education and green careers

1. Staff feel confident to teach about climate change, sustainability and biodiversity.
2. Children learn from a curriculum in which climate change, sustainability and biodiversity are successfully taught and they are inspired to live with an understanding, the knowledge and skills to protect their environment during the ongoing period of climate change in which they are growing up.

| Action | Timescale to complete | Resources required | People to involve | Measures of success |
|--|-------------------------|---|---|--|
| e.g. Goal 1: Staff feel confident to teach about climate change, sustainability and biodiversity | | | | |
| <p><i>Audit curriculum to identify where climate change, sustainability and biodiversity are being taught across all subject areas.</i></p> <p><i>Further develop as required and explore opportunities for cross curricular links and projects.</i></p> <p><i>Identify areas of the curriculum related to climate and biodiversity that staff feel less confident</i></p> | <p><i>June 2027</i></p> | <p><i>Staff Meeting Time to evaluate and review the curriculum.</i></p> | <p><i>Curriculum Coordinator</i></p> <p><i>Teaching Staff</i></p> | <p><i>Further develop opportunities for teaching and learning about climate change, sustainability and biodiversity.</i></p> <p><i>We know if there are areas of teaching in biodiversity or climate that staff don’t feel confident about and provide training as required.</i></p> |

| | | | | |
|---|-----------|--|--|---|
| <i>teaching about through meetings over the year</i> | | | | |
| Goal 2: We use sustainable materials in our teaching and learning. | | | | |
| Curriculum leaders review areas of learning for use of sustainable materials – eg Art and DT. | June 2027 | <i>Staff Meeting Time to evaluate and review the curriculum.</i> | <i>Curriculum Coordinator Teaching Staff</i> | Children are taught using and are aware of using sustainable materials – inspire to carry this over into other areas of life. |

| | | | | |
|---|------------|--|---------------|---|
| Goal 3: Children develop leadership skills through Climate Action Plan Development | | | | |
| School Council to become champions of our Climate Action Plan and develop their own child led plan to improve knowledge and understanding of climate change, sustainability and biodiversity and to use their “voice” to raise awareness and improve our school response to climate change. | April 2026 | Time to meet, led by SC leader CK. Small budget TBC for resources to support plan. Posters etc. | SC leader CK. | School Council operating Successfully to develop and implement a child led Climate Action Plan. |