

CLIMATE AMBASSADORS

In association with EAUC, STEM Learning and the University of Reading

Decarbonisation

Our Vision (how can you reduce emissions and support students to be part of the transition to net zero?):

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Energy Efficiency Encourage children and staff to switch off electric items and lights when not in use. Have assigned light monitors in each class who are in charge of making sure lights are off when rooms aren't in use and encouraging others to do the same. Posters as reminders- Eco Warriors to make.	Key Priority 3	Class teachers Sustainability leads Eco Warriors Light monitors	Start date: Jan 2026 Review Date: Jan 2027	Campaign posters (made by eco warriors), light monitor checklist, assembly on energy saving delivered by class teachers	Empty rooms have lights off, IT equipment shut down daily, a reduction in electricity usage across both schools	
Implement a power down day Implement a power down day wear a woolly day each term in autumn and winter to reduce energy usage. Calculate difference in usage.		Sustainability leads Class teachers	Start date: Jan 26 Review Date: Jan 27	Notice to children and posters on newsflash and class dojo, posters made by school council/ eco warriors	Reduce energy usage, children using maths skills to calculate energy usage	
Pre-loved uniform stall PTFA set up a second- hand shop with pre loved uniform in good condition. Parents can have access to this uniform whenever they would like.	Key Priority 4	PTFA Admin	Start date: Jan 26 Review Date: Sept 26	Boxes and rails available on both sites, parent communication, stall at school events	All unclaimed uniform redistributed, reduced need for new purchase,	

Age Group	Percentage
18-24	~15%
25-34	~25%
35-44	~20%
45-54	~15%
55-64	~10%
65-74	~8%
75-84	~5%
85+	~2%

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Parents can make a donation if they would like but this payment is optional.					number of items recycled recorded	
Compost fruit and vegetables snack waste Invite the North Yorkshire Rotters into school-compost and wormery workshops, smoothie bike. Have a 'green' day where all the children come to school in green clothing to raise money for new compost bins in both schools. Fruit is eaten at both schools each snack time and the waste will be put into the compost bins.		Sustainability leads Headteacher	Start date: Jan 26 Review Date: Jan 27	Email North Yorkshire rotters about coming in, parent and staff communication about green day. Resources- anything available to help make the compost bins.	Reduction in fruit and vegetable waste going into landfill, improves soil health and can help with plant growth.	
Enrol with Energy Heroes An initiative to enable school communities to become models of energy efficiency. This scheme empowers children to become messengers who model behaviours that reduce Co2 emissions and reduces fuel poverty. The resources provided directly link to the National Curriculum.	Key Priority 3	Sustainability leads Class teacher	Start date: Jan 26 Review Date: Jan 27	https://energy-heroes.org.uk/	Children have more awareness of the amount of energy used in schools and how this can be reduced	
Transportation Encourage active travel to reduce vehicle congestion. Walking/ scooting/ biking to school where safe to do so. The year 6 children will take part in the Bikeability initiative in Summer 26.		Headteacher Admin Parents	Start date: Jan 26 Review Date: Sept 26	External provider booking, parental consent, bikes and helmets for pupils	100% Y6 pupils offered training, target 90% completion	
Adaptation and Resilience						



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Our Vision (how can you adapt your buildings and systems to prepare for the effects of climate change?):

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Save water- water butts Install an extra water butt in the EYFS provision to enable the children to use fresh rainwater instead of water from a tap. Have a 'blue' day where all the (Bainbridge?) children come to school dressed in blue to raise money for a new water butt.	Key Priority 3	Sustainability leads Headteacher EYFS lead	Start date: Jan 26 Review Date:	Posters about raising money for water butt, parent communication.	Raise enough money to install new water butt, reduction in mains water use in EYFS.	
Gutter maintenance Ensure gutters are maintained to keep the level of water flowing into the water butts for use.		Admin EYFS lead	Start date: Jan 26 Review Date: Jan 27	External provider to be booked.		
Biodiversity						
Our Vision (how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?):						
Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)

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Establish a gardening club Gardening Club to involve children in local ecosystems and food growing in spring/ summer term 2026. Register school with RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.		Club leader and support	Start date: Jan 26 Review Date: Sept 26	Gardening tools and equipment, staff volunteer to run gardening club (CN) and support (JF)	Pupils to grow seasonal produce. Gardening club has good uptake with pupils keen to get involved.	
Pupils carry out wildlife surveys. Conduct wildlife surveys and take part in activities like the Big Birdwatch with the RSPB and the Big Butterfly Count with the butterfly conservation. Add wildlife viewing posts in our wild areas.	Key Priority 3	Sustainability leads, class teacher and pupils	Start date: Jan 26 Review Date: Sept 26	Sustainability leads to organise and provide documents. https://bigbutterflycount.butterfly-conservation.org/ https://www.rspb.org.uk/whats-happening/big-garden-birdwatch	See an increase annually in the amount of wildlife that is recorded.	
Improve habitats for wildlife on school grounds <ul style="list-style-type: none"> Bug hotels Bird feeders Hedgehog area? Butterfly feeders? Add wildlife viewing posts in our wild areas.		All staff co-ordinated by sustainability leads	Start date: Jan 26 Review Date: Jan 27	Class Dojo post to parents to ask for donations of resources required to build/ make habitats. Ask within community- local business etc.	Increased wildlife sightings recorded.	
Enrol with The Nature Park The Nature Park embeds nature based learning in the curriculum and encourage children to take action to improve school site for wildlife. The programme provides support and resources, with 5 key steps in the journey and actions needed to reach goals.		Sustainability leads	Start date: Jan 26 Review Date: Jan 27	https://www.educationnaturepark.org.uk/		

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Climate Education and Green Skills

Our Vision (how can you prepare students for a world impacted by climate change through education & practice?):

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
Add more climate change teaching opportunities into curriculum Science, Geography and PSHE leads to confer about how to include more links to climate action throughout the curriculum. These can be highlighted and link inputted. Profile to be raised in collective worship time-part of the Big Question?	Key priority 3	Science, Geography and PSHE leads Class teachers	Start date: Sept 25 Review Date: Jan 27	Books, curriculum planning documents, analysis of awareness of climate change in current planning	Pupils will have an inter-weaving of positive climate messaging in their lessons and will be able to articulate the need for looking after our environment.	
Enhance role of Eco Warrior in each class Class teachers and sustainability leads to discuss the role of the Eco Warrior within the classroom and how this can be developed to raise the profile of climate action.		Class Teachers	Start date: April 26 Review Date: April 27	Current structure of planning for eco-warriors, time to have a meeting regarding the development of the role	Children to have a greater awareness of the impact of climate change and to raise awareness within the classroom.	
Take part in Awareness Days Research climate and sustainability awareness days and see how the school could partake in these. May be whole school or individual classes.		Headteacher Class teachers	Start date: Jan 26 Review Date: Jan 27	Resources from online sites that can be used on awareness days, fun activity packs for the children to do in school or	Children to have a greater awareness of the impact of climate change and to raise awareness	

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Examples: Earth Day (April 22), World Oceans Day (June 8), The Great Big Green Week (June).				take home	within the classroom.	
Book NYC 'Power Down Pete' Power Down Pete talks about waste reductions and power saving. Previously, this has just been for eco warriors however we will look into having this as an opportunity for a larger group of children.		Sustainability leads External provider	Start date: Jan 26 Review Date: Jan 27	Book Power Down Pete	Pupils demonstrate greater awareness of energy saving and recycling	
Add sustainability goals and projects to school website Celebrate achievements and engage our school community in our climate action plan by adding updates on the Newsflash. These updates could be photos or student written blogs.		Sustainability leads Admin	Start date: Jan 26 Review Date: Jan 27	Sustainability leads to use newsflash and class dojo feed to provide updates on a half termly basis.	Ensuring a whole school approach is taken to climate action- including our school community.	
Appoint a sustainability focused Governor- Eleanor Harrison Appoint a link governor who will work directly with the Sustainability Leads and working group to deliver the Climate Action Plan.		Sustainability leads	Start date: Dec 25 Review Date: Jan 27	Appoint sustainability focused governor and make the governing boards aware.	Ensuring a whole school approach is taken to climate action.	