Climate Action Plan

2026 – 2030

“Be kind. Have fun. Be you!”

Nursery School- OFSTED Outstanding, May 2024

Day care- OFSTED Good, June 2023

Headteacher: Katarina Bingham

Co-Chair of Governors: Jo Hilbourne and Daniel Hilbourne

School Effectiveness Officer: Nikki McVeigh.

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)
Reduce the Centre's carbon footprint and promote sustainable energy use in line with Government's net zero targets Audit energy usage (lighting, heating, appliances including air con units) encourage less energy use – switching screens, lights and chargers off. Install reminder signs Time clocks on water heaters once replaced Ensure heating timers are up to date in plant rooms – only pay for what we need and use.	Continue to implement Climate Action Plan for efficiency Financial and environmental	School Business Manager Head teacher Climate governor All Staff for chargers/ lights off	Ongoing	Signage to remind students and staff to turn off lights and screens Site Officer – plant room checks **Useful links:** https://letsgozero.org/	Staff awareness in Climate change effects improved. Electricity usage reduced Reduction in energy usage by end of year. (Year on year comparison of usage)	Progress reviews at staff meetings/ SMT
Mindful Menu planning meat free day per week on Waterside Menu Reduce Beef on menu in Waterside Allotment and growing our own vegetables	Continue to review and Implement a Climate Action Plan	School Business Manager Head teacher Climate governor Day care Manager	New menu Summer and Winter so twice yearly	**Useful links:** https://www.soilassociation.org/take-action/organic-living/why-organic/better-for-the-planet/does-climate-change-mean-i-need-to-stop-eating-meat/	Less Food waste Children have a better understanding of where food comes from and the effort it takes to produce it. Grow and eat our own fruit and vegetables	Progress reviews at staff meetings/ SMT

Consideration when ordering - bulk orders, less visits by vans. Limit Amazon deliveries consider where items are shipped from. Toilet paper with toilet roll holders that mean you cannot take out too much at one time- reduces waste/frequency of purchasing	Continue to review and Implement a Climate Action Plan	School Business Manager Head teacher Climate governor All Staff when Ordering - THINK	Ongoing	**Useful links:**	Fewer single-use plastic items purchased and used. Less deliveries – will show on orders spreadsheet	Progress reviews at staff meetings/ SMT
Encourage everyone to recycle more Put a recycle bin next to every general waste bin across the Centre - Food waste bins in classrooms/ office spaces to be used for all food waste. Reduce single-use plastics – e.g., drinks, yoghurt Recycle pen cases/ ink cartridges	Continue to review and Implement a Climate Action Plan	All Staff	Ongoing	**Use visual cues**: Posters, charts, and displays help young children and adults remember goals **Useful links:**	Each class has a bin for each product waste and we work towards staff and children using recycling bins correctly Reduction in Landfill waste Positive feedback from staff and families about the Centre's climate efforts	Progress reviews at staff meetings/ SMT

Adaptation and Resilience

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)
Ensure the Centre is prepared for changing climate conditions (heat, cold, flooding) Staff Awareness on Climate change	Continue to review and Implement a Climate Action Plan	Climate Action Plan Leads Head teacher Climate governor All Staff	Ongoing	Review and update emergency plans (extreme weather). Train staff on Climate change **Useful links:**	Staff awareness in Climate change effects improved. Share updated emergency plans with staff	Progress reviews at staff meetings/ SMT
Where possible improve drainage and plant shade trees in playground – Meadowside garden in particular	Continue to review and Implement a Climate Action Plan	Climate Action Plan Leads Head teacher Climate governor	Ongoing	Planting the right plants to grow. Build a structure for plants to grow over **Useful links:** https://www.shadetheuk.com/	Garden not as hot/ have more shade due to planting/ shade Records of completed site improvements e.g., tree planting for shade	Progress reviews at staff meetings/ SMT
Window film to block sun and keep rooms cool Using blinds correctly- know when to close/open them	Continue to review and Implement a Climate Action Plan	All Staff	Ongoing- review as seasons change	Staff training and limits given on thermostats (high and low temperatures) **Useful links:**	Reduction in use of air-con units as rooms naturally kept cooler.	Progress reviews at staff meetings/ SMT



Biodiversity

Our Vision *(how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?):*

To enhance biodiversity on site and involve children in nature-based activities.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
To increase the length of sessions that children spend at Forest School to support connection with nature.	Continue to review and Implement a Climate Action Plan	All Staff. Forest School Lead.	**ongoing**	**Useful links:** https://www.youtube.com/watch?app=desktop&v=ilsipn-rE2Q&t=0s Staff CPD Current resources re-organised/labelled.	All mainstream rooms are spending at least 1 hour at Forest School. That Butterfly children visit Forest School once a week.	3–4-year-old rooms having snack. 0-3 and high needs going regularly.
To plant wildflowers and pollinator plants around the centre to increase food sources for insects.	Continue to review and Implement a Climate Action Plan	Climate Action Plan Leads Head teacher Climate governor	**ongoing**	➢ Increase in biodiversity (e.g., more bird species or pollinators observed). ➢ Seed packets, plants such as buddleia and lavender. Try to get cuttings from staff/families to reduce need for purchasing. **Useful links:** https://www.wiltshirewildlife.org/actions/best-plants-bees-and-pollinators?gad_source=1&gad_campaignid=17506951123&gbraid=0AAAADQomDg9NW4TBOvlpyYNsdHeDgbKM&gclid=CjwKCAjwlt7GBhAvEiwAKal0cnjFEsn9SFL3mEaiJ2IEwLOBC	That children and staff notice an increase in insects in the garden areas. That children can identify a range of insects.	

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To add bird feeders to the centre to provide additional food source for birds. To install some bird nest boxes to encourage a greater range of nesting birds on site.	Continue to review and Implement a Climate Action Plan	Climate Action Plan Leads Head teacher Climate governor	Review in Autumn term each year	**Useful links:** **https://www.youtube.com/watch?v=CW7UYp9kLi0** Wild bird seed; vegetable fat; https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/all-about-nest-boxes	That children and staff notice an increase in birds in the garden areas.	
Termly Plan for Allotment Activities and focus written	Continue to implement	Climate Action Plan Leads All Staff	Termly	Plan is here https://norcoteyc.sharepoint.com/:w:/r/sites/NEY/_layouts/15/Doc.aspx?sourcedoc=%7BB2649D51-045D-4320-B86D-82000EE8713B%7D&file=Norcot%20Allotment.docx&action=default&mobileredirect=true&wdwpf=doclib-t		

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)
➢ **Climate Education and Green Careers** - Integrate climate education into curriculum and raise awareness of green careers from an early age. ➢ Audit of what we already teach about Climate related information. ➢ Embed Climate learning in EYFS. Increase number of picture books with climate linked themes and include at least one Environment/Climate themed topic per year. ➢ Revise topic planning format to raise the profile of Climate linked themes and considerations.	Continue to review and Implement a Climate Action Plan	Climate Action Plan Leads Curriculum Lead Head teacher Climate governor	Ongoing review each term with planning	Children's books linked to climate. **Useful links:** https://www.booktrust.org.uk/book-recommendations/booklists/books-about-the-environment-for-babies-and-toddlers/	By July 2027, 100% of children will have participated in at least one climate action or allotment activity each half term and gain real-world experiences in sustainability Children's independence and environmental understanding are visible in daily routines and conversations Children use and discuss the visual cues (posters, displays) related to climate Families report greater awareness of climate action and feel empowered to take part in sustainability activities at home. The centre demonstrates a strong commitment to cultural capital and environmental education, as recognised by families, staff, and external advisors. Staff report increased awareness and understanding of climate-focused activities (as evidenced by CPD reflections).	

