



# Longshaw Junior School

Success for all - Nothing Less!



## Climate Action Plan

# CLIMATE AMBASSADORS

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

Longhsaw Community Junior School is committed to educating our pupils about environmental concerns and the importance of living sustainably. Whilst also ensuring that the school as whole is committed to environmental improvements and being more sustainable year on year.

Our sustainability team consists of:

- Bursar (P Lovick)
- Deputy Head (J Taylor)
- Curriculum lead (Sustainability Lead) (J Phipps)
- Forest school lead (Hedgehog)
- Site manager (J Holt)
- Geography lead (L Rowley)
- Science lead (S Poyner)

Our action plan is split into four different strands (Decarbonisation, Adaptation and Resilience, Biodiversity, Climate education and green skills). This plan will be a growing document as many of our actions will be on-going commitments.



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## Decarbonisation

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

### Prompt Questions:

- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?
- How could the education setting retrofit their estate and improve energy efficiency?
- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Measure	Progress (Update at regular review points)
Use WOW the walk to school challenge. Track how children travel to school.		Jen Taylor and class teachers	Start date: 9/23 Review Date: annually	Useful links: <a href="#">wow walk</a>	Number of children walking	This has increased
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.		Site manager	Ongoing			Good. Can we recycle more? (Require LA to start recycling plastics, cans, food?)



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Second hand uniform shop available to parents.		JT	Termly and parents evenings		More children in full uniform	Improving
Paperless communication with parents.		Office	Start date: 9/24 Review: Termly		Reduction in the number of letters sent.	Effective. Some letter still required but massively reduced.
Bikeability training offered to all pupils in KS2		PE lead and JT	Ongoing		PE lead to record number of children that have completed.	
Regular litter picks completed around school site by pupils / green team. Community litter picks with families.		JT and JP	Start date: 9/25		Once a term. Reduce amount of rubbish in local vicinity.	
Include the school's carbon reduction plan within the school development plan		JP, JT, JB	Start date: Review Date:	Useful links:		
Have a climate ambassador join our team		Jonathan Phipps	Start date: Review Date:	Useful links: <a href="https://climateambassadors.org">climateambassadors</a> .		Request on STEM has been made 17/10/24
Survey current staff travel arrangements Promote LA cycle to work scheme through LCC to encourage active travel		JP and JT	Start date: 09/25 Review date: Annually	Useful links: <a href="#">Government Cycle To Work Scheme - Bike 2 Work Scheme</a>	Record how staff travel to work.	



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Provide secure lock up for bikes and facilities for staff to leave belongings to encourage active travel		JP, JT, PL and JH	<b>Start date:</b> 09/25  <b>Review date:</b> Annually		2 cycle space per 20 staff.	
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## Adaptation and Resilience

**Our Vision** (*how can an education setting adapt their buildings and systems to prepare for the effects of climate change?*):

### Prompt Questions:

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Measure	Progress (Update at regular review points)
Establish sustainability policy and action plan.		JP and JT	<b>Start date:</b> 9/25  <b>Review Date:</b>	LPDS training sustainability and climate action	Policy and action plan in place	



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		Annually	conference 30th September 2024		
Create a sustainability team: (Bursar (P Lovick), Deputy Head (J Taylor), Curriculum lead(J Phipps), Forest school lead (Hedgehog), Site manager (J Holt), Geography lead (L Rowley), Science lead (S Poyner) DT lead (C Allen)).			Start date: 7/25		
			Start date: Review Date:	Useful links:	
			Start date: Review Date:	Useful links:	
<b>Biodiversity</b>					
<b>Our Vision</b> <i>(how can an education setting enhance biodiversity, improve air quality and increase access to, and connection with, nature?):</i>					
<b>Prompt Questions:</b>					
<ul style="list-style-type: none"> <li>- Has the education setting mapped and recorded biodiversity on their campus?</li> <li>- Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?</li> <li>- Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?</li> <li>- Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?</li> </ul>					



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Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Measure	Progress (Update at regular review points)
Join National Education Nature Park and map school boundary Map out no mow areas to enhance local biodiversity			Start date: 9/25 Review Date: Annually	Useful links: <a href="#">nature park</a>		
Redevelopment of garden beds to ensure that each class has one to grow plants/ food linked to science curriculum promoting sustainable food source and local wild life habitats.		Site manager and J.Phipps	Start date: 7/25 Review date: Termly		Garden beds are in good condition and with plants growing/	
Introduce 'no-mow' areas which could be turned into wild flower meadows.			Start date: 07/25 Review Date: Termly	Useful links:		
Vegetable and flower growing competitions – each class in school to plant vegetables to see who can grow the biggest. E.g Carrot, potato, courgette		Jonathan Berry	Start date: 09/25 Review Date:	Useful links:		

## Climate Education and Green Skills



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

**Prompt Questions:**

- In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?
- How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
- Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?
- Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities?
- What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Measure	Progress (Update at regular review points)
Wateraid workshops		Jonathan Phipps	Start date: Review Date:	Useful links: Wateraid		Requested for January
Review whole curriculum to identify where sustainability/ climate action is visible and where it could be included within lessons.  E.g - Include lessons (possibly units) on climate, from Natural Education Nature Park, within related SOWs (for example Greenhouse gases in Yr6 climate)  Create new DT units that benefit school. E.g Build bird houses. Plant fruit and vegetables to be used for cooking units.		Curriculum leads	Start date: Review Date:	Useful links: <a href="http://educationnaturepark">educationnaturepark</a>	Subject lead to review curriculum to identify where 4 sustainable areas are already a point of focus. • Identify gaps and possible changes needed to ensure that curriculum engages in sustainable / climate action education.	



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