Climate Action Plan

Springfield Academy

1 year plan Autumn 2025 – 2026

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GET STARTED				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Sign up to the Climate 180 and appoint a sustainability Lead. RGA has signed the primaries up to complete as a MAT. Working collaboratively alongside a trained member of the LtL delivery team, schools enrolled in the Climate School 180 project will be supported to address the impact of climate change within their school grounds, planning for sustainable changes which can be implemented across their site. Part of this process involves the completion of an in-depth climate audit of the school grounds and buildings, which can be reviewed and referenced throughout the project and beyond. These resources and training will support school leaders to systematically identify and begin to initiate long-term, nature-based solutions to help contribute to the school's climate resilience.	**Start: Sept 25** **Review: July 26**	**PAU, EPO**	Emily Porter – Sustainability Lead Completed and awaiting online learning to complete modules.	

Calculate your school's carbon footprint using Count Your Carbon This free digital tool allows you to calculate the carbon footprint for your educational setting.	**Start:** **Review:**	**PAU, FGA, MITIE**	Discuss this with Faye Gatenby, are we able to do this?	

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BEHAVIOUR CHANGE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Monitor energy use on a regular basis through platforms such as Energy Sparks Sign up to Energy Sparks. This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.	**Start: Sept 25** **Review: July 26**	**PAU, EPO, Estates Manager**	Look into this, is it possible to look at energy use in the EV and then look at use for SPA only? Speak to Estates manager and MITIE at the Estates Meeting, can the lights in the corridors go down to 50%, as they did previously?	
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.	**Start: Sept 25** **Review: July 26**	**PAU, EPO, ECO Warriors, SHA (IT Lead)**	There is currently a power down strategy, look at what time this happens and discuss with staff. Set up a competition with classes and ECO Warriors to monitor classes and note where projectors are left on. Look at the areas where lights/ projectors are left on – what can we do about it?	
Power down strategy for appliances (fridges and freezers over holidays) Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods Use up frozen food, so that, particularly over long breaks, freezers can be switched off.	**Start: Sept 25** **Review: July 26**	**PAU, EPO, JFO, PAL**	Look at running down fridges and freezers and switching them off during breaks?	

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
To reduce energy consumed through the use of LEDS Look at rooms, are LEDs in all areas that we use?	**Start: Jan 26** **Review: July 26**	**MITIE, PAU**	All of Block 8 classrooms and corridors now have LED lighting. July 25	
Underfloor heating is fit for purpose and all classrooms are consistently heated Is the heating working correctly, how much do we use, is there a consistent temperature?	**Start: Sept** **Review: July 26**	**MITIE, FGA, PAU**		
Doors and windows to be used efficiently to retain heat in winter and provide air in the summer. Can we use the middle sets of doors to reduce heat leaving the building, as children arrive and then using more energy to get back to temperature?	**Start: Sept 25** **Review: July 26**	**PAU**	Summer 25 – this worked week in Y1/2. Sept 25 – start in Y3/4.	

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Purchasing **Look to purchase recyclable and sustainable items, use Lyreco, recycle pens via Lyreco**	**Start: Sept 25** **Review: July 26**	**PAU, EPO**	Lyreco are now recycling pens, encourage all classes to use this and use sustainable materials. Use drywipe pencils to determine if they are more sustainable than the drywipe pens, in Phonics in N, YR, Y1, Y2 Reduce single use plastics. Reduce using laminating pouches	

FOOD				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Arrange a menu consultation through external organisation, e.g. Chartwells Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Whole school - Take part in Sustainability and veg workshops with Chartwells to improve knowledge and encourage children to eat more veg.	**Start: Sept 25** **Review: July 26**	**PAU, EPO, JFR**	Engage with Chartwells to increase attractiveness of vegetable based dishes and reduce meat consumption. Discuss Meat free Mondays and how that impacts climate and health. ECO warriors – match menu to posters looking at having a permanent display board. Assemblies held around reduction of food waste. Purchase new bins for playgrounds (staff room provided by MITIE to collect food waste from fruit and staff meals) Launch planned for autumn term – ask Chartwells about resources that can be used as part of this launch.	
Incorporate the assessment of food miles and seasonality into catering procurement conversations. Include food miles as part of the assessment criteria for school catering procurement. Aim to reduce the food miles as far as possible, to save carbon and support local businesses.	**Start: Sept 25** **Review: July 26**	**PAU**	Speak to MITIE and Chartwells and look at where food comes from. Do they use a local source? How many airmiles, do we use, can we reduce it?	
Food and sustainability workshops and assemblies Deliver assemblies and sustainability workshops whole school	**Start: Sept** **Review: July**	**AWI, KMC**		

TRANSPORT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Take part in the WOW project **Promote walking/cycling/public transport to school/ Park & Stride**	**Start: Sept 25** **Review: July 26**		WOW Living Streets – look into joining the project and introducing it to the whole school – could it be part of the ECO/ PSHE club? Complete the week in May (The Great Space Walk) and launch in assembly in May.	

Communicate to the wider school community the benefits of active travel.				
Look at when transport is not needed or public transport can be used. When can we use public transport to cut down on emissions?	**Start: Sept 25** **Review: July 26**			

WASTE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Label bins clearly Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these.	**Start: Sept 25** **Review: July 26**	**SPA, MITIE, Chartwells**	Labels designed by the ECO Warriors, launched in assembly and then in place around school. Link to food waste – bins will be clearly labelled and staff / pupils informed via launch. Lunchtime bins in place. Staff base bin in place.	
Contact MITIE/ waste collectors to organise food waste disposal and diversion to anaerobic digestion plants. resilience in climate action plans Contact MITIE to discuss food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills.	**Start: Sept 25** **Review: July 26**	**SPA, MITE, Chartwells**	Speak to MITIE to find out what is happening with waste in school. Food waste is being collected in the dining hall and the staff base.	
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.	**Start: Sept 2025** **Review: July 2026**	**PAU, EPO**	Targeted fruit waste at break time, adding new yard bins.	

Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	**Start: Sept 25** **Review: July 26**	**EPO/ ECO Warriors**	Draw on support and resources from Chartwells/ MITIE to tie in with new recycling regulations and food waste collections. See above. Clothing Banks continue, book share, food assembly with Chartwells if available? Recycle batteries, glasses, clothes and pens.	

2. Climate Adaptation and Resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning.	**Start: Sept 25** **Review: July 26**	**PAU**		

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Water assembly World water day assembly, Each of us uses about 150 litres of water each day. Treating that water uses energy. Reducing our consumption would affect our carbon footprint, and place less pressure on water infrastructure, the pipes and tubes that one day will need replacing. Due to climate change and population growth, we will need to reduce our consumption in the future because resources will be stretched, so it's a good idea to start now. Reducing our consumption would benefit wildlife too	**Start: March 26** **Review: July 26**	**EPO, AWI**	Deliver assembly whole school and look at what we can do…	

because less water would need to be extracted from rivers and lakes. So, how can we go about it? Look at flooding, incorporate lesson from the Environment agency to				

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Planting plants that support biodiversity Children to plant in courtyard, EYFS areas plants that will support biodiversity.	**Start: Oct 25** **Review: July 26**	**EPO, AWI**	Plant bulbs in autumn for the Spring and other plants in summer to support bees and pollinators and discuss whole class.	
Take part in Wilderness School on site Timetable Wilderness school on site for different classes. EPO to lead, following her Forest School level 1 qualification, look at books and areas for each class, look at linking up with science.	**Start: Sept 25** **Review: July 26**	**EPO, PAU**	Completed Wilderness school on site Summer 2024 and 2025, reducing transport completely.	
Creating homes for nature on site Children want to create homes for hedgehogs, bug hotels, bee homes etc to support wildlife on site.	**Start: Sept 25** **Review: July 26**	**EPO, ECO Group**	Bug Hotels and Bee homes in place Summer 25.	

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	**Start: Sept 2025** **Review: July 2026**	**PAU, EPO, CHU, AWI**	Workshops accessed from The Environment Agency around Flood Resilience (Y4 pupils) to Dan, look into this again for 2026… Will wait and see how Curriculum Review impacts.	
Produce materials for parents and carers to support the work undertaken in school. Add sustainability goals/ projects/ successes to school website. Share the work undertaken in school and support families / the community in their sustainability practice via the newsletter.	**Start: Sept 2025** **Review: July 2026**	**PAU, PAL, JFO, EPO**	Assemblies on Climate Action Newsletters to inform parents Litter picks Sustainability days	
Achieve Eco Schools Green Flag Accreditation Let parents know that we have achieved the award and then work towards renewal in July 2026.	**Start: Sept 2024** **July 25**	**PAU, EPO**	Summer 25 - Award achieved with distinction, continue to look at areas to renew in July 26.	
Complete a curriculum audit & incorporate sustainability in light of the national Curriculum and Assessment Review	**Start: Sep 2025** **Review: July 2026**	**PAU, PAL**	See separate document to see curriculum links, continue to add links and look for areas. PAU, EPO and PAL to look for links withing the new curriculum, in light of the review.	

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
To train EPO as Forest School Leader level 3 Look into this….	**Start:** **Review:**			
Create a Wilderness School curriculum for SPA on our site Look into creating a progressive curriculum for all year groups, to develop our on site facilities.	**Start: Sept 25** **Review: July 26**	**PAU, PAL, EPO**	Team to look at a timetable for whole school to enable all year groups to work outdoors and within nature.	
Complete a curriculum audit & incorporate sustainability in light of the national Curriculum and Assessment Review	**Start: Sep 2025** **Review: July 2026**	**PAU, PAL**	See separate document to see curriculum links, continue to add links and look for areas. PAU, EPO and PAL to look for links withing the new curriculum, in light of the review.	

GREEN SKILLS AND CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Work with Darlington College to introduce Green careers to pupils Date in diary for March 26, look at Green careers and what children can do in the future,	**Start: March 26** **Review: July 26**			
Science Week British Science Week 2026 is scheduled to take place from Friday, March 6th to Sunday, March 15th, 2026. The theme for the 2026 event is "Curiosity: What's Your Question?", which focuses on fostering and exploring a curious mindset to discover more about the world and how to find answers to questions.	**Start: March 26** **Review: July 26**		Science Lead to look to link Science week to Green careers and green questions	

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