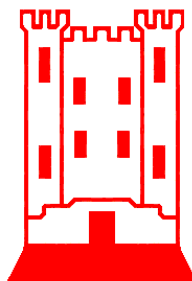




# Sustainability and Climate Change Action Plan 2024-2028



Founded 1565

William Gilbert Endowed C of E Primary School and Nursery

Approved by:	Mrs K. Woods (Chair of Governors)
Last reviewed on:	26 <sup>th</sup> March 2024 18 <sup>th</sup> September 2025
Next review due by:	September 2024 September 2025 September 2026

## Rationale

Incorporating sustainability and climate change education within our school isn't merely about shaping tomorrow's leaders; it's about equipping today's young people with the knowledge and passion to combat one of the greatest challenges of our time. By instilling a deep understanding of the interconnectedness between human actions and the health of our planet, William Gilbert School has the transformative power to inspire a generation of change-makers who will drive forward the urgent agenda of environmental stewardship and climate action. This isn't just education; it's empowerment to shape a sustainable future for all.

The word sustainability is defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Report, 1987).

Our planet can replenish a finite number of resources – from food to water – and is only able to withstand a certain degree of global temperature rise before ecosystems are pushed beyond repair. We only have one Earth and are utterly dependent on it for our survival and wellbeing. But both people and nature are facing severe consequences if our consumption rate stays the same (that's the energy we use, our demand for resources to feed, clothe and house us, as well as materials that we want for pure enjoyment).

Sustainability is often linked with being ‘environmentally friendly’, but this is only one factor. Sustainability is built on the three pillars of society, environment and economy, so to be truly sustainable something must achieve value for money on a whole life basis, generating benefits not only to the organisation, but also to society and the economy, while minimising damage to the environment.



## **Sustainability**

The word Sustainability in schools isn't just about embracing a trendy buzzword; it's about equipping our students with the tools they need to thrive in a rapidly changing world. By integrating sustainability principles into every aspect of education, from curriculum to campus operations, we not only nurture environmental stewardship but also foster critical thinking, problem-solving, and empathy. Teaching pupils about sustainability empowers them to become agents of change, capable of confronting pressing global challenges like climate change, resource depletion, and social injustice. Furthermore, sustainability education at William Gilbert School cultivates a sense of responsibility and interconnectedness, instilling in our young people the understanding that their actions have far-reaching consequences for the planet and future generations. Embracing sustainability isn't just an option; it's an imperative for shaping a brighter, more equitable, and resilient future.

## **Statement of Intent**

William Gilbert School is dedicated to fostering a culture of sustainability where environmental stewardship, social responsibility, and economic viability intersect. Through innovative practices, collaborative partnerships, and holistic education, we strive to empower pupils with the knowledge, skills, and values necessary to create a more sustainable world. Our mission is to cultivate a thriving learning environment that promotes sustainable living, inspires action, and cultivates leaders committed to preserving the planet for future generations.

William Gilbert School have identified the need for a sustainability and climate action plan to fulfil our crucial role in shaping a sustainable future for generations to come for the following reasons:

1. **Educational Responsibility:** Schools play a fundamental role in educating future generations. By implementing a sustainability and climate action plan, William Gilbert ensure that students are equipped with the knowledge, skills, and values necessary to understand and address pressing environmental challenges.
2. **Community Leadership:** Schools serve as community hubs, influencing not only pupils but also families, staff, and the broader community. By developing and implementing a sustainability plan, William Gilbert can lead by example, inspiring others to adopt eco-friendly practices and contribute to collective efforts to combat climate change.
3. **Environmental Impact:** Schools have a significant environmental footprint due to energy consumption, waste generation, and resource use. This sustainability plan will help William Gilbert minimize our environmental impact by implementing energy-saving measures, reducing waste, conserving water, and promoting eco-friendly practices.

**4. Resilience and Preparedness:** Climate change poses risks to infrastructure, safety, and educational continuity. This climate action plan will help William Gilbert school build resilience to climate-related hazards, such as extreme weather events, by implementing adaptation measures, improving infrastructure, and developing emergency preparedness plans.

**5. Global Citizenship:** In an interconnected world, understanding global environmental issues and promoting sustainable development are essential components of global citizenship. By integrating sustainability into the curriculum and school culture, William Gilbert can continue to nurture pupils' sense of responsibility towards the planet and encourage them to become active agents of positive change on a global scale.

Overall, this sustainability and climate action plan is essential to William Gilbert School to help fulfil our educational mission, demonstrate environmental leadership, reduce our environmental footprint, build resilience to climate change, and foster a generation of environmentally conscious and empowered citizens.

## Sustainability and Climate Action Plan 2024 - 2028

Area of Focus		Success Criteria	Actions and Persons Responsible	Timescale	Evaluation/Review Impact
Captaincy & Culture	Create sustainability action plan and develop capacity to fulfil the plan within the leadership of the school.	1. The senior leadership team is sufficiently knowledgeable to plan and write a Sustainability and Climate action plan rooted in research and supported by quality CPD.	<ul style="list-style-type: none"> <li>Headteacher to access training and undertake research to enable the plan to be developed specific to William Gilbert School and the Duffield community and ensure it addresses all aspects of the DfE Sustainability and Climate change documentation.</li> </ul>	September 2023-March 2024	<p>Headteacher accessed a range of training and research using National College resources, webinars and sustainability leadership reading material. <b>Action plan developed and shared with LAC March 2024</b></p> <p>████ identified as Designated Sustainability Lead alongside █████. Support for sustainability development from █████ as ECO Leader with the ECO committee pupils.</p> <p>Plan on a page updated September 2025 – Plan to share with LTC 7.10.25 Plan shared with FGB 2.7.24</p>
		2. Sustainability leadership is written into all relevant members of staff performance management and a Designated Sustainability Lead is identified with appropriate training undertaken.	<ul style="list-style-type: none"> <li>Identify and appoint a Designated Sustainability Lead (DSL)</li> </ul>	October 2023	
		3. A sustainability working party is in place and a clear understanding of the sustainability and climate action plan is achieved.	<ul style="list-style-type: none"> <li>Create a working party to initiate the Sustainability and Climate action plan and promote this across the school.</li> <li>Meet to discuss and map out initiatives and actions focused on sustainable practices.</li> </ul>		
		4. A Sustainability and Climate Action plan (SCAP – this plan) is in place and shared with school governors and DDAT. The plan is to be a working document responding to the evolving needs of the school and climate.	<ul style="list-style-type: none"> <li>Create a Sustainability and Climate Action Plan (SCAP) to sustain relevant practices/develop new initiatives and promote these.</li> <li>Develop an accompanying Plan -on-a Page summarising the key points for the SCAP for broader distribution.</li> <li>Share Sustainability and Climate Change plan with all governors and appoint an appropriate link governor to support with the delivery and evaluation of the plan.</li> </ul>	September 2023-March 2024	
		5. A plan on a page that summarises the key points on the SCAP is in place and shared with all stakeholders.	<ul style="list-style-type: none"> <li>Actively engage staff in professional development associated with sustainability through accessing resources on The National College CPD resources funded by school.</li> </ul>	March 2024	
				September 2023-March 2024	

	<p><b>Communicate and share current sustainable practices and promote the SCAP with all stakeholders.</b></p>	<ol style="list-style-type: none"> <li>1. The school website has a designated sustainability page that sets out the school's vision and aims. The website page has links to our Forest School initiatives and is an information hub for families.</li> <li>2. All supporting documentation and policies are in place and held on school website.</li> <li>3. Effective and supportive links have been established with local councillors and community groups to further strengthen the school's sustainability plans within the community. As a result, the school is actively involved in community nature programmes to improve the biodiversity of the school and local community.</li> <li>4. The PTA is aware of the SCAP and incorporates the principles within all PTA events, further promoting sustainability with the local community and as a result reduced waste and increased recycling.</li> </ol>	<ul style="list-style-type: none"> <li>• Include a statement on school website in relation to sustainability – create a sustainability page on the website.</li> <li>• Develop supporting documentation and policies linked to SCAP – Ethical procurement policy, Fair trade policy, Energy policy, Food policy. <b>HB &amp; ZK</b></li> <li>• Develop links with our local council- Derbyshire to support and promote sustainable initiatives. Further develop existing links with (Green Councillors Duffield and Amber Valley – use these links to find ways to get involved with Allestree Rewilding project, Duffield Millenium meadows maintenance – involve pupils at all levels in sustainable and community interest projects.</li> <li>• All PTA events to have recycling facilities. PTA to purchase appropriate recycling bins. PTA to purchase sustainable/biodegradable items whenever possible. PTA to signpost parents at events to appropriate recycling points available. Clearing up plans to include recycling considerations.</li> </ul>	<p>October 2024</p> <p>March 2025</p> <p>September 2023- September 2024 (then ongoing)</p> <p>September 2024</p>	<p>Actions in blue identified to move onto 2025-2026 plan on a page.</p> <p>Range of links established with Derbyshire Green Councillors – School Street meetings and marshalling, Y6 visiting Allestree Park as part of the Rewilding project – 'Jay Day' helping with planting oak saplings. October 14<sup>th</sup> 2025</p>
	<p><b>To establish a school street and actively promote safe and healthy travel to and from school.</b></p>	<ol style="list-style-type: none"> <li>1. An effective travel plan is in place. The school continues to work through the various levels of MODESHIFT stars accreditation scheme awards aiming to promote sustainable and safe travel to school. The school will have achieved the 'Outstanding' Travel plan award by 2027.</li> <li>2. A school street is in place along Vicarage Lane and St Alkmunds Close with the support of the local council. This significantly reduces the number of vehicles to residents only during the hours of 8:20am – 9:00am and 3:15pm – 3:45pm</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to work with Rob Bounds (mode shift stars) towards accreditation for an effective travel plan.</li> <li>• Continue to work with parish councillor, (Local Green Councillors) and Derbyshire County Council in establishing a safe street for William Gilbert School and a strategy for schools across Derbyshire.</li> <li>• Liaise with local residents and communicate with parents at all stages of the school streets process.</li> <li>• Educate the pupils on road safety awareness and safe handling of a scooter through training and practise.</li> </ul>	<p>September 2023-July 2024</p> <p>Ongoing see annual safeguarding assembly schedule for details</p>	<p>An effective travel plan in place September 2023.</p> <p><b>A 'very good' travel plan accreditation achieved September 2024 and work is underway to achieve an excellent travel plan.</b></p> <p>A pilot school street took place</p>

	<p>3. Pupils are roads safety aware through regularly planned awareness initiatives delivered by local PSCO's and school staff in safeguarding assemblies.</p> <p>4. The number of pupils walking/scooting or cycling increases through the support of the twice yearly DCC Travel Smart initiatives, Car Free Day initiatives, Clean Air Day initiatives and Sustrans Big Walk and Wheel events.</p>	<ul style="list-style-type: none"> <li>Encourage pupils to scoot, walk and bike ride to school as an alternative to travelling in the car.</li> <li>Support the Travel Smart incentive from Derbyshire County Council to encourage pupils, parents and staff to travel safely to school.</li> </ul> <p>✓ <b>The above initiatives must be embedded and promoted every year of the plan.</b></p> <p>✓ The above initiatives must be embedded and promoted every year of the plan – Mode Shift September with a range of events and initiatives to promote active travel. Active travel initiative plan created for 2025-2026 linked to Mode Shift</p>	<p>September, October and May during Modeshift stars weeks – school led initiatives throughout the year.</p> <p>on Thursday 20<sup>th</sup> June to tie in with world Clean Air Day 2024.</p> <p>Prior to the school street pilot residents and parents were consulted.</p> <p>Further school street pilot 1-day road closures planned for 25/10/24, 8/11, 15/11, 22/11, 29/11</p> <p>■ takes part in half termly school street meetings with local heads. ■</p> <p>■ to move the project forward.</p> <p>Travel Smart weeks promoted in October 2023, May 2024 and Travel Wise week September 2024. DCC Travel Smart Weeks Continue to be promoted</p>
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					October 2024 and May 2025
	Develop sustainability and climate leadership initiatives for pupils	<ol style="list-style-type: none"> <li>1. There is an active ECO committee of pupils promoting sustainability and environmental issues with all pupils across the school.</li> <li>2. Areas within the school grounds are identified that could be used and improved as outdoor learning spaces with a plan in place to develop the biodiversity within them.</li> <li>3. The school has achieved the Bronze ECO Schools award and is working towards the silver accreditation with children actively leading the work towards these goals.</li> <li>4. Through leadership awards pupil feel connected to their local environment and see improvements in biodiversity.</li> <li>5. Achieve ECO school platinum status through 4 successful years of achieving the ECO schools green flag following success in 2023/2024 academic year with distinction.</li> </ol>	<ul style="list-style-type: none"> <li>• As part of the ECO Award initiative – further develop the work we do in this area through planned environmental awareness days, galvanising the ECO committee and local councillors to support and develop further areas in the school grounds that can be used as environmental classrooms/learning spaces.</li> <li>• promote Sustainability awareness days linked to Geography subject area e.g. World Earth Day</li> <li>• to work with ECO committee and influencers to work towards the Bronze ECO Schools Award.</li> <li>• Involve children in the <a href="#">National Education Nature Park and Climate Action Awards</a> Explore the potential of this initiative to benefit pupils at WGES and report back to the SLT and working party.</li> <li>✓ to work with ECO committee, staff, governors and local community including MPs and parish councillors to sustain and maintain ECO School Green Flag Status every year</li> </ul>	<p>Submission window May – July each year</p> <p>Submission window May – July each year</p> <p>22<sup>nd</sup> April 2024</p>	<p>Eco-Schools Green Flag with Distinction. Achieved October 2023 for the year 2023-2024 This accreditation demonstrates that we have gone above and beyond to improve our local community and protect our planet. It supersedes the bronze and silver accreditation. 4-year plan now reflects need to sustain ECO green flag</p> <p>Eco Schools Green Flag achieved Summer 2025 with Distinction.</p> <p>Representative from <b>The National Education Nature Park East Midlands Team</b> came and worked with the school council on creating and mapping the biodiversity in our grounds.</p>



Building on a foundation of fundamental numeracy, literacy and broad academic knowledge, all children learn about:

- nature
- the causes and impacts of climate change
- the importance of sustainability

**To review and adapt the curriculum to ensure that it incorporates learning relating to nature, the causes and impact of climate change, the importance of sustainability and the UN SDGs.**

1. Geography progression and coverage document is reviewed and updated, incorporating relevant learning about climate and sustainability and using resources from the National Education Nature Park.
2. Science progression and coverage documents are reviewed and updated, incorporating relevant learning about climate and sustainability and a focus on nature. Review use of resources from the National Education Nature Park, and 'Framework for a Future Primary Science Curriculum'.
3. Design and Technology progression and coverage document is reviewed and updated, ensuring a greater focus on the circular economy and the teaching of sustainable food systems. Has Kapow scheme updated units to reflect this?
4. Long term planning for other curriculum subjects is reviewed and adapted, where appropriate, to incorporate cross-curricular learning opportunities relating to climate and sustainability education.

Geography – [redacted] to review and amend geography progression and coverage guidance documents. KW to sign up to National Education Nature Park. [redacted] review and update or create knowledge mats that reflect any newly identified knowledge. Ensure existing knowledge mats meet the expectations and 'best practice' recommendations of the Ofsted geography subject review (fieldwork)

Science – [redacted] to review and amend science progression and coverage documents. [redacted]

review and update, or create knowledge mats that reflect any newly identified knowledge with an emphasis on the teaching of nature, biodiversity, sustainable practices and the circular economy.

Design and Technology – ■■■ to review and amend DT progression and coverage documents. ■■■ to research existing resources re. circular economy teaching in KS1 and 2.

to create ESD Curriculum Overview, following amendments to subject progression and coverage documents.

to liaise with curriculum coordinators to finalise relevant and realistic 'Sticky Knowledge' for each phase.


September 2024	
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Work to be undertaken during Spring Term staff meetings with INSET day dedicated to curriculum review  
24/2/25

Inset day 24.2.25 dedicated to curriculum review. Knowledge mats reviewed in Science and Geography and a 'learning from nature' long term plan was created mapping out opportunities for pupils to complete learning linked to planned sequence of learning outside.

		<p>5. An 'ESD curriculum overview' is created, outlining how and where the whole school curriculum reflects the Education for Sustainable Development Framework goals (ESD for 2030). The ESD Curriculum Overview sets out the 'Sticky Knowledge' of climate and sustainability learning that children are expected to know securely by the end of each phase (EYFS, KSI, LKS2 and UKS2).</p> <p>6. An Eco-Committee is established (one member from each class across the school) and meets weekly.</p> <p>7. The Eco-Committee works through the Seven Steps set out on the Eco Schools website, enabling the school to apply for the Eco Schools Green Flag Award. <a href="https://www.eco-schools.org.uk/seven-steps/">https://www.eco-schools.org.uk/seven-steps/</a></p>	<p>to set up Eco-Committee and build up evidence documentation to support the school's application for the Eco Schools Green Flag Award.</p>	September 2023	<p>Eco Schools Green Flag achieved Summer 2025 with Distinction.</p> <p>ESD curriculum overview has been established and shared with all staff September 2025.</p> <p>Eco Committee established with ECO influencers from each class added midway through the academic year. Eco-Schools Green Flag with Distinction. Achieved October 2023 for the year 2023-2024 This accreditation demonstrates that we have gone above and beyond to improve our local community and protect our planet. It supersedes the bronze and silver accreditation. 4-year plan now reflects need to sustain ECO green flag</p>
	To ensure that all pupils take part in meaningful outdoor learning opportunities linked to the	<p>1. An audit of planned geography fieldtrips shows that children in all phases have meaningful outdoor learning opportunities every term.</p> <p>2. Forest school continues to be delivered to pupils at WGES and outdoor education is embedded into the curriculum.</p>	<p>works with staff to review current fieldwork opportunities within the Geography curriculum and identify any further opportunities to enhance learning further.</p> <p>as Designated Sustainability Lead(DSL) provides CPD opportunities for and to support the delivery of Forest school sessions across KSI</p>	<p>February 2025</p> <p>Across 2023-2024 forest school sessions</p>	<p>Forest school schedule established across KSI -2023-2024 and due to commence September 2024 in the new academic year.</p>

	curriculum – learning in nature.	<p>3. The established sequence of learning that will be delivered during these Forest School sessions, drawing upon the key components from the curriculum that can be enhanced through forest school practice will be reviewed in light of the Government's Sustainability and Climate Strategy.</p> <p>4. Pupils have a greater understanding of the importance of biodiversity within their local community.</p> <p>5. The school engages with the Allestree Park rewilding project, providing meaningful outdoor learning opportunities.</p> <p>6. Pupils have played an active role in working towards Climate Action Awards that help children develop skills and knowledge in biodiversity and sustainability and celebrate their climate action efforts.</p>	<p>as Designated Sustainability Lead(DSL) Formalises the identified sticky knowledge to be reinforced at forest school by each year group. Populate a user-friendly knowledge organiser with the above information to support learners and adults during the sessions.</p> <p>Sustainability working party review how we can support biodiversity by engaging with local projects such as Allestree Park Rewilding project and the <i>National Education Nature Park and Climate Action Awards</i> Explore the potential of this initiative to benefit pupils at WGES and report back to the SLT and working party.</p>	<p>October 2024</p> <p>Academic Year 2025-2026</p>	<p>Knowledge mat with key identified knowledge has been established.</p> <p>Forest school sessions have been planned and link to the ESD plan.</p> <p>DSL has engaged with Allestree Park Derbyshire Wildlife coordinator to establish pupil outdoor learning visits.</p>
	To ensure that all teachers understand and are confident to teach about issues relating to the environment, climate change and sustainability through regular, planned CPD opportunities	<p>1. A sustainability lead is nominated who will take the lead on arranging and delivering staff CPD relating to Education for Sustainable Development (ESD).</p> <p>2. Staff training on ESD is delivered through INSET and staff meetings, ensuring staff have sufficient subject knowledge to effectively deliver the ESD curriculum.</p> <p>3. Staff training on adaptations to the curriculum is delivered through INSET and staff meetings to ensure staff understand how ESD fits into the whole school curriculum.</p> <p>Staff questionnaire indicates that teachers and TAs feel that they have adequate subject knowledge and are confident to deliver the planned ESD curriculum.</p>	<ul style="list-style-type: none"> <li>Identify and appoint a Designated Sustainability Lead (DSL)</li> <li>Include specific actions in performance management targets for relevant staff</li> <li>INSET Day planned for subject reviews identified – Science, Geography and D&amp;T</li> <li>Staff access training through the National College linked to Education for sustainability and Climate change.</li> </ul>	<p>Work to be undertaken during Spring Term staff meetings with INSET day dedicated to curriculum review 24/2/25</p> <p>Review training following planned delivery 2024-2025 academic school year.</p>	<p>identified as Designated Sustainability Lead alongside . Support for sustainability development from as ECO Leader with the ECO committee pupils.</p> <p>All staff completed Certificate in Sustainability and Climate Education for staff – general certificate and the training linked to</p>

					their subject area. June 2025
	<p><b>Action area 2: Green skills and careers</b></p> <p>It is critical young people and adults have the green skills that will allow them to build careers and participate as Britain leads the world into the Green Industrial Revolution and strives for nature's recovery.</p> <p>We will harness young people's passion and interest in climate change and sustainability to enable them to have the knowledge and skills (in STEM and other key subjects) required for green jobs. Through our education and skills system, we will seek to inspire young people to choose career paths that support the:</p> <ul style="list-style-type: none"> <li>• transition to net zero</li> <li>• restoration of biodiversity</li> <li>• a sustainable future</li> </ul> <p><b>Sustainable Development Goals:</b></p> 				
	<p><b>To ensure that the school's careers education includes teaching about a variety of green careers and the skills needed in these sectors.</b></p>	<ol style="list-style-type: none"> <li>1. The Science, Geography and DT progression and coverage documents make recommendations for a range of green careers, which relate to ESD topics, that should be explored within the curriculum.</li> <li>2. Careers learning logs show that children from each phase have the chance to learn about a range of green careers.</li> <li>3. Pupil voice shows that children can talk confidently about how a number of careers are beneficial for the environment.</li> </ol>	<p>identify potential green career options linked to their subject area.</p> <p>update subject areas on website to share and promote green careers.</p> <p>Careers events include the promotion of green careers and make meaningful links with members of the community who work in 'green' careers.</p> <p>Eco committee support school through seeking pupil voice around green careers.</p>	<p>Work to be undertaken during Spring Term staff meetings with INSET day dedicated to curriculum review 24/2/25</p>	<p>identified as Designated Sustainability Lead alongside . Support for sustainability development from as ECO Leader with the ECO committee pupils. This is an area of focus for 2025-2026</p>
<b>Campus</b>	<p><b>Action area 3: Education estate and digital infrastructure</b></p> <p><a href="https://www.gov.uk/guidance/good-estate-management-for-schools/performance-management-and-sustainability">https://www.gov.uk/guidance/good-estate-management-for-schools/performance-management-and-sustainability</a></p> <p><b>Good estate management for schools: Performance management and sustainability</b></p> <p><b>Importance of energy and water management</b></p> <p>Energy and water are important resources and minimising their use supports more sustainable schools for all pupils and staff.</p>				

Revenue spend on energy and water can significantly affect your budget and is one of the areas where savings can be made through good estate management. If energy unit costs increase in the future as predicted, savings could also increase.

Understanding how energy is used and identifying opportunities for efficiencies will enable lower energy consumption, reduced operating cost and a lower carbon footprint.

Typically, good energy and water management can save 10% to 30% of the energy and water costs for a school.

## Sustainable Development Goals



**To ensure that the school estate makes maximum use of energy efficiency measures to reduce both financial costs and environmental impact.**

1. The amount of electricity used by the school over the year reduces, resulting in a fall in costs for the school and reduced carbon emissions.
2. The amount of gas used by the school over the year reduces, resulting in a fall in costs for the school and reduced carbon emissions.
3. The school commits to the **Let's Go Zero** campaign demanding government backing for zero carbon schools. Every school that signs up is pledging to work towards a more sustainable future, while also urging the government to support this vital mission.

- Sign Up to **'Energy Sparks'** for free to access various energy activities for your school, one of which helps you to run an energy audit.
- Use sustainability fund to ensure all fluorescent lightbulbs are LED lightbulbs.
- Ensure, where possible, all rooms are equipped with electric motion-censor power switches for lights.
- Ensure, where possible, all false ceilings have insulation fitted above to reduce heat loss.
- Energy saving campaign to be launched across school, with identified pupils from each class to take responsibility for switching off electrical items at the end of each school day.
- to facilitate ECO committee to make 'turn off light' signs, to be placed by each light switch/door.
- to facilitate ECO committee to make 'turn off PC' signs, to be placed on every staff member desk.
- When boiler is replaced ensure it is more efficient. Review sustainable boiler options.
- Obtain quotation for energy survey, to ascertain level of insulation (including pipe lagging) fabric of building, areas of heat loss, including windows and doors to support prioritisation of work and consider funding options with Governors.
- Benchmark gas and electricity usage data annually (January) to compare against previous years.
- Sign up to Sign Up to the **'Let's Go Zero' Campaign**

October 2024

Motion centre switches budget dependent and linked to conditions survey and site inspection via Mat Goy DDAT

Energy saving work with pupils Autumn Term 2024 launch.

Spring term 2025 ahead of budget setting.

Ongoing work from July 2023 replacing bulbs with LED as and when the fluorescent bulbs need replacing.

Boiler replaced summer term 2024

HB signed up to Let's Go Zero campaign with access to resources to support teaching in school.

**To reduce water waste.**

1. Methods to save water are identified and implemented which reduce water costs. This

Complete a water audit to identify where leaks and inefficient water usage is taking place. Anglian Water's free

Spring Term 2025

		<p>action will enable school to achieve the Bronze level of ECO Award.</p> <p>2. Water wastage is prevented by installing timed taps. School uses water saving devices to reduce our water consumption by 50%. Replacing the old taps with timed taps are one device likely to help make savings.</p> <p>3. Water is conserved across the school campus and used to maintain planted areas.</p> <p>4. Areas identified that could be used to create a green roof to absorb heat, water and Co2. It also will provide insulation to the building, lower energy bills and provides new habitats.</p>	<p>water audit pack can help students to reduce water use at school.</p> <p>As and when taps need replacing, ensure they are replaced with push button, aerated taps to reduce water waste.</p> <p>Consider toilets fitted with 'save a flush' water displacement devices inside cisterns.</p> <p>Install water butts in EYFS outdoor area and main playground – rainwater collection for maintaining outdoor planting.</p> <p>Consider the site for green roof including the different kinds of green roof planting to be used – potential sites – school sheds in Nursery, KS1 and KS2 playgrounds.</p>	<p>Ongoing – built into site management plan</p> <p>Summer term 2024</p> <p>Academic Year 2024-2025 see SIP</p>	<p>Nursery and KS1 toilet taps fitted with push button taps August 2024</p> <p>Donations from parents and local community of water butts in EYFS and KS2 playground.</p>
	<p><b>To make required adaptations to the school environment, so that it is resilient in the face of environmental changes arising from climate change e.g. overheating.</b></p>	<p>1. Classroom temperatures in the summer months are reduced, as is the need for electric fans.</p> <p>2. The percentage of the playground that is shaded in the summer months increases, making it safe for children to take part in outdoor play even on the hotter days.</p> <p>(Flood maps indicate that the school is well outside identified flood zones, so no precautions re flooding are required).</p>	<ul style="list-style-type: none"> <li>Create landscape design of main playground to establish whether the planting of trees in large planters, the creation of rain garden planters can be installed without compromising existing playground facilities.</li> <li>If feasible and affordable, plant a variety of trees in large planters around the edge of the playground to increase the % of shaded areas and to provide shade for south facing classrooms overlooking the playground.</li> <li>Research costs of planting trees.</li> </ul>	<p>Academic Year 2024-2025 see SIP</p>	

	<p><b>To ensure the school contributes to an increase in biodiversity, on site and/or elsewhere.</b></p>	<ol style="list-style-type: none"> <li>1. Small sites metric (statutory biodiversity metric) calculation tool evidences and increase in the number and variety of habitats present on the school site including, <b>if possible</b>; trees, rain garden, grasses, green roof, small pond. <a href="https://www.gov.uk/government/publications/statutory-biodiversity-metric-tools-and-guides">https://www.gov.uk/government/publications/statutory-biodiversity-metric-tools-and-guides</a></li> <li>2. Biodiversity will be increased and the amount of waste recycled off school site is improved by creating compost bins to recycle food waste, leaves and grass cuttings.</li> </ol>	<ul style="list-style-type: none"> <li>• Research cost-effective ways to increase biodiversity within KS1/KS2 playgrounds.</li> <li>• Create landscape design of main playground to establish whether the planting of trees in large planters, the creation of rain garden planters can be installed without compromising existing playground facilities.</li> <li>• Research and apply for relevant funding/grants available for tree planting in school playgrounds. <a href="https://www.educationnaturepark.org.uk/finding-funding">https://www.educationnaturepark.org.uk/finding-funding</a> <ul style="list-style-type: none"> <li>• Investigate costs and feasibility of vertical planting and green roof options. <a href="https://www.groundwork.org.uk/how-to-create-a-rain-garden-planter/">https://www.groundwork.org.uk/how-to-create-a-rain-garden-planter/</a></li> </ul> </li> <li>• Refurbish existing pond to ensure it does not leak, split existing overgrown planting, replace rotten pontoon. Apply for Parish Council bid to fund the project.</li> <li>• As part of pond refurbishment create a new wildlife garden in to encourage new plants and animals into the area.</li> <li>• Identify locations for compost bins to recycle the schools vegetable waster. Compost produced to be used in school's growing areas.</li> </ul>	<p>Academic Year 2024-2025 see SIP</p> <p>Autumn Term 2024</p>	<p>Successful bid from Duffield Community Association to support funding of refurbishment. Parent volunteered to undertake the work.</p> <p>Refurbishment of pond completed and used by pupils.</p>
Community	<p><b>Action Area 4: Operations and Supply Chains – Sustainable Procurement, Reducing Waste and Eliminating Single Use Plastic</b></p> <p>We have a valuable opportunity to drive change by introducing children and young people to more sustainable practices, such as:</p> <ul style="list-style-type: none"> <li>• the circular economy</li> <li>• waste prevention</li> <li>• resource efficiency</li> </ul> <p>We can inspire and instil habits that they will take into their wider communities and adult lives. Coordination and leadership are required to bring this type of change.</p>				

## Sustainable Development Goals



### To reduce waste and where possible use sustainable stationary products.

1. Equipment used by pupils is more ethically sourced through the review of current supply chains and infrastructure to recycle the products at the end of their life are supported by the school where available.
2. Pupils are aware of the impact of our consumption. They recognise how changing our paper to recycled paper reduces the energy used to recycle it by 70% as it requires less raw materials and thus reduces the schools carbon footprint. Purchasing sustainably sourced recycled paper is good practice as it stops trees from being felled for paper and creates a market for recycled goods. It closes the loop between schools recycling their paper and buying back what has been recycled.
3. The amount of single use plastics in school has fallen through active pupil voice and support from school leadership. Pupils and staff understand the impact of single use plastics. William Gilbert supports the Plastic Free Duffield pledge.

- **Working with the Eco team find out what kind of paper school currently buys.** Is it 100% recycled fibre; does it have the FSC paper mark (a mark of stewardship for sustainable forestry), or better still both? Is it chlorine bleached paper or chlorine free? **Research the costs** of different papers and make a proposal to the [redacted] about what to purchase.
- Research the various ECO friendly brands of glue sticks available to purchase – including refillable. e.g. <https://stationerysuperstore.uk/products/concept-green-eco-glue-stick-25g-pack-of-2> Empty glue sticks are collected for recycling.
- Pencils for use in classrooms are made from recycled materials. Empty biros are collected for recycling.
- Empty printer cartridges are collected for recycling.
- [redacted] work with ECO committee to establish recycling collection points in every classroom, next to the photocopier and office to ensure all wastepaper and card is collected and recycled. The volume of recycled waste collections increases and the volume of general waste collection decreases.
- Any soft plastic packaging waste from stationary items is collected and taken for recycling at a local supermarket.
- Where possible reusable or biodegradable alternatives to laminating pouches are used. The number of laminating pouches ordered falls. With

Autumn Term 2024

March 2025

March 2025

Existing practice ongoing

Autumn term 2023 – reestablish 2024 new academic year

Educate pupils and staff - Establish Spring 2025

Objectives reviewed September 2025.

Existing practice – recycling box in situ near photocopiers.

ECO committee established this Autumn term 2023 – this needs reminding in the new academic year.



			<p>a pledge by 2025 no further laminating pouches are purchased and used as a single use plastic.</p> <ul style="list-style-type: none"> <li>and all staff request that parents do not cover books in sticky back plastic as this makes the book covers hard to recycle.</li> </ul>	Autumn term 2023 – reestablish 2024 new academic year	Objectives reviewed September 2025.
	<p><b>To develop a sustainable food strategy for the school; reducing waste and prioritising sustainable food options.</b></p>	<ol style="list-style-type: none"> <li>1. A sustainable food strategy is published on the school's website.</li> <li>2. School dinner menu includes more plant-based options and trial 'Meat Free Mondays'.</li> <li>3. School kitchen use locally produced and seasonal products where possible.</li> <li>4. No single use plastics are used in the production or consumption of food or drink provided by school.</li> <li>5. Healthy and sustainable, affordable packed lunch options are promoted to parents and guidance is given to families.</li> <li>6. Audits show that packed lunch boxes do not contain single use plastics, or that the use of single use plastics is declining.</li> <li>7. Waste from school dinners is recycled where possible.</li> <li>8. The quantity of food waste is reduced. Any soft plastic packaging waste from food items is collected and taken for recycling at a local supermarket.</li> </ol>	<ul style="list-style-type: none"> <li>Develop a school Sustainable Foods Strategy, working with kitchen staff.</li> <li>research the possibility of sourcing fruit and vegetables from Duffield organic fruit and vegetable store compare costs and carbon footprint with existing supplier.</li> <li>Promote waste free lunches within the school dinning hall.</li> <li>Publish a statement on the school website outlining the school's approach to promoting sustainable foods.</li> <li>Research alternatives to plastic wrap in provided school lunches e.g. waxed paper. Share and educate parent/carers through communication to promote healthy and sustainable packed lunch options.</li> <li>provide recycling collection points with clear signage for pupils and staff to collect waste from packed lunch boxes for recycling. Provide a soft plastics recycling point in dining hall, staff room and school kitchen, that can then be collected and taken to a local supermarket.</li> <li>Audit and weigh current food waste. Educate the children through the ECO committee about food waste. Provide compost receptacles for staffroom, kitchen, nursery and reception to collect vegetable and fruit peelings that can then be added to compost bins in Nursery and Reception gardens to add to compost bins and turn.</li> </ul>	<p>March 2025</p> <p>March 2024</p> <p>Jan 25</p> <p>March 2025</p> <p>March 2025</p> <p>Feb 2024</p> <p>Academic year 2025-2026</p> <p>Academic year 2025-2026</p>	<p>Objectives reviewed September 2025.</p> <p>ECO committee established this Autumn term 2023 – this needs reminding in the new academic year. JR reaffirm as part of work towards renewing ECO green flag award.</p>

			<ul style="list-style-type: none"> <li>Compost to be added to gardens in school during gardening club sessions [REDACTED]</li> </ul>		
	<p><b>To minimize the carbon footprint of transport used for school related journeys and promote healthier, safer and sustainable journeys to and from school with pupils and parents.</b></p>	<ol style="list-style-type: none"> <li>Car sharing is used wherever possible for school related journeys, including staff journeys to/from school, and between school and training venues.</li> <li>The school prioritises online training and CPD opportunities over in person CPD which requires travel by car.</li> <li>The school raises the issue of climate and sustainability issues with training providers where appropriate.</li> <li>Where possible, school trips avoid the use of coaches, and are local, prioritising walking or public transport if possible.</li> <li>Engine idling outside school at drop off and collection times reduces.</li> <li>Adequate, safe storage for bicycles and scooters is available.</li> <li>Sustainable, healthy and safe travel to school is promoted with parents and pupils.</li> <li>School street is in place for St Alkmunds and Vicarage Lane.</li> </ol>	<ul style="list-style-type: none"> <li>Set up car sharing database to support school staff to find potential car share partners within school.</li> <li>Promote car sharing benefits to staff via weekly memo and staff meetings.</li> <li>Raise the issue of sustainability with training providers, and ensure unnecessary car journeys are avoided.</li> <li>Review planned school trips to ensure that as many as possible are within walking distance of the school.</li> <li>Continue to work with local councilors and Parish Councilors to push forward the School Streets initiative in the local area. <a href="http://schoolstreets.org.uk/how/">http://schoolstreets.org.uk/how/</a></li> <li>Continue to participate in Modeshift Travel Smart weeks in October and May and additional active travel initiatives e.g. Sustrans Big Walk and Wheel (11<sup>th</sup>-22<sup>nd</sup> March 2024)</li> <li>Continue to share the local travel plan to encourage those that drive to school to park in one of the identified place in the village and walk/scoot the remaining distance.</li> <li>Continue to work towards the next accreditation of Modeshift Stars with Derbyshire County Council, (Green and Bronze already achieved – now working towards Silver)</li> <li>Launch an anti- engine idling campaign aimed at parents/ carers travelling by car to school, involving children in the process.</li> <li>Audit bike storage facilities to ensure there is adequate storage to meet demand. Scooter pods and bike racks already in place on both playgrounds.</li> </ul>	<p>March 2025</p> <p>March 2025</p> <p>Sept 2024</p> <p>Sept 2024</p> <p>Sept 2024 - ongoing</p> <p>Sept 2024 - ongoing</p> <p>Sept 2024 - ongoing</p> <p>Sept 2024 - ongoing</p> <p>Nov 24</p> <p>Oct 24</p>	<p>Objectives reviewed September 2025. The trust also supports online training where possible to reduce need to travel.</p> <p>Walking trips promoted and use of public transport where possible.</p> <p>An effective travel plan in place September 2023.</p> <p><b>A 'very good' travel plan accreditation achieved September 2024 and work is underway to achieve an excellent travel plan.</b></p> <p>[REDACTED] takes part in half termly school street meetings with local heads, [REDACTED]</p>

					<p>and [REDACTED] to move the project forward.</p> <p>Travel Smart weeks promoted in October 2023, May 2024 and Travel Wise week September 2024. These will continue to be promoted every academic year.</p>
	<p><b>To reduce waste and where possible use sustainable equipment and resources to support the curriculum and student events.</b></p>	<ol style="list-style-type: none"> <li>1. Materials for craft and design and technology projects are, where possible, sourced from the local Play and Recycling Centre, or other recycled materials.</li> <li>2. The environmental impact of planned design and technology/craft projects is taken into consideration at the planning and resourcing stages. Consideration is given to whether the final product can be recycled.</li> <li>3. Glitter made from plastics or non-biodegradable materials is no longer purchased.</li> <li>4. Existing glitter in school is used in the most sustainable way possible and never for one off art projects.</li> <li>5. Any soft plastic packaging waste from curriculum items is collected and taken for recycling at a local supermarket.</li> </ol>	<ul style="list-style-type: none"> <li>• Adapt DT and Art Progression and Coverage documents to include guidance to teachers on how to minimize the environmental impact of any practical activities. [REDACTED]</li> <li>• Staff CPD planned and delivered, to include guidance on reducing environmental impact of practical lessons. [REDACTED]</li> <li>• Existing glitter stocks to be used and always reused in EYFS for mark making. [REDACTED]</li> </ul>	<p>Feb 25 INSET day 24/2/25</p> <p>Feb 25 INSET day 24/2/25</p> <p>Sept 23 and ongoing</p>	<p>Objectives reviewed September 2025. Children using natural materials in art lessons. Adaptions to D&amp;T projects incorporate recycling and reusing materials e.g. old shirts repurposed as waistcoats in Y5/6 and repurposing donated material swatches into cushions in Y3/4.</p>
	<p><b>To reduce waste, and where possible use</b></p>	<ol style="list-style-type: none"> <li>1. Hand soaps for use in all school toilets are sourced from an ethical and eco-friendly supplier (e.g. <a href="https://www.ecoverdirect.com/products/hand-">https://www.ecoverdirect.com/products/hand-</a></li> </ol>	<p>[REDACTED] Research ethical and sustainable suppliers of hand soaps, and for future orders choose hand soaps from these companies. [REDACTED]</p>	<p>Feb 24 and ongoing</p> <p>Nov 24</p>	<p>Objectives reviewed September 2025 this objective has yet to be explored.</p>

	and promote sustainable products to support hygiene throughout the school.	<a href="#">soap-5l/ehandsoap5l.aspx?productid=ehandsoap5l</a> 2. Paper towel usage is reduced by replacing staff toilets with energy efficient hand dryers. 3. Period products provided and taught about in school (UKS2) include sustainable options, including: reusable pads and liners, moon cups, 'period pants' etc. 4. All toilet paper purchased is made from recycled materials. 5. For children in school who require support with toileting and are still in nappies, only plastic free bio-degradable wet wipes are used. 6. Reusable nappies are promoted to parents as an alternative to single use nappies for any child still needing nappies. 7. Any soft plastic packaging waste from hygiene items is collected and taken for recycling at a local supermarket.	<ul style="list-style-type: none"> <li>research and evaluate the cost and energy/carbon impact of changing paper hand towels in staff toilets for economical hand dryers.</li> <li>Purchase examples of sustainable period products to be used in KS2 science/PSHE curriculum where appropriate, and ensure teachers know where to find them.</li> <li>Ensure girls are able to choose from a selection of period products if they need them from school, which include more sustainable options.</li> <li>Source plastic free, biodegradable wet wipes for EYFS nappy changing area.</li> <li>Hold parent workshop/open event to promote reusable nappies to parents of children still in nappies, or those parents of older children who also have babies/toddlers at home.</li> </ul>	Jan 25  Jan 25  Nov 24  Academic year 2025-26  Academic year 2025-26	Objectives reviewed September 2025 this objective has yet to be explored. Consultation and advice from Estates Manager Matt Goy for advice to be sought around DDAT approach.
	To reduce waste, and where possible use sustainable products for cleaning and maintenance of the school premises.	1. Any soft plastic packaging waste from cleaning items is collected and taken for recycling at a local supermarket. 2. Cleaning products are sourced from an ethical and eco-friendly supplier, using refills where possible. E.g. <a href="https://www.ecoverdirect.com/products/zero-washing-up-liquid-refill-https://www.ecoverdirect.com/products/toilet-cleaner-pine-fresh-5l/etoiletpf5l.aspx?productid=etoiletpf5l">https://www.ecoverdirect.com/products/zero-washing-up-liquid-refill-https://www.ecoverdirect.com/products/toilet-cleaner-pine-fresh-5l/etoiletpf5l.aspx?productid=etoiletpf5l</a>	Research ethical and sustainable suppliers of cleaning products, audit current products – are we buying refillable options? Minimise chemical usage throughout the school. Chemical audit on our use of cleaning products; gardening products; classroom products and avoid use of chemicals that impact on the environment. Replace with eco-friendly options.	Feb 24 and ongoing  Jan 25	Objectives reviewed September 2025 this objective has yet to be explored. Consultation and advice from Estates Manager Matt Goy for advice to be sought around DDAT approach.
	To promote sustainable practices	1. School and PTA offer support to families to reduce the cost of school uniform and prevent unwanted clothes going to landfill.	<ul style="list-style-type: none"> <li>Continue to provide half termly parent-run Nearly new school uniform and other clothing</li> </ul>	Sept 23 and ongoing  July 25	Existing practice – nearly new sales take place at every parent evening.

	<p><b>within the community</b></p>	<p>Pupils develop an awareness of textile recycling.</p> <ol style="list-style-type: none"> <li>2. All community and PTA events actively reduce the waste at events and promote recycling making it easier for families to reduce their waste and recycle unwanted items.</li> <li>3. Through school and PTA events the local community is aware of locally sourced food options to reduce 'food miles' and sustain local businesses.</li> <li>4. The school actively create a circular economy and use our resources e.g. apples and pears grown on school. Pupils can actively see the seasonality of food within their learning through growing, harvesting, cooking and eating our own produce. Any rotten/fallen fruit is added to the compost bin and used to improve nutrition of school gardens.</li> <li>5. The school is used as a TerraCycle recycling hub by staff, families and the local community. Funds raised are placed back into school to fund further initiatives to promote recycling and reduce waste.</li> <li>6. Families in school actively engage with ECO newsletter with contributions from pupils and families to promote recycling tips, reusing/repurposing items and reduce waste.</li> <li>7. Clothing waste is reduced through active lost property management and pupils are more responsible for their own possessions.</li> </ol>	<ul style="list-style-type: none"> <li>• Work with PTA to provide Upcycle swap session for items – books, wellington boots, babies clothes, coats, football boots (1 per term)</li> <li>• HB to work with PTA committee to ensure that there are recycling points at all PTA events to reduce waste. Sustainable practices are considered when planning events to reduce waste and carbon footprint.</li> <li>• Christmas and summer fairs to have local farmer market style stalls.</li> <li>• School crop of apples to be used in the kitchen, healthy cookery club, reception 'Follow a Recipe' curricular goal and taken to a local pressing shop/farm for apple juice.</li> <li>• Invite local council to run workshops and awareness raising sessions about recycling, upcycling, where our waste goes and energy saving learning.</li> <li>• Create a TerraCycle recycling hub within school for the whole community to access. Funds raised to initially put towards a 'recycle all' Terracycle box. to promote in local press, with green councillor and through parent and staff newsletters.</li> <li>• to promote waste issues with families through tips and notices around recycling, upcycling, waste free meals, meal planning to reduce waste, recipes to use up left over vegetables through termly ECO newsletters.</li> <li>• Provide a clothing collection facility for end of term donations of clothing for nearly new sales and donations to raise funds for school by taking to a recycling hub.</li> <li>• Continue to promote naming of all school uniform and belongings to reduce lost property. Promote reduction in lost property through pupil led corridor monitors. Provide all teachers with</li> </ul>	<p>July 25</p> <p>July 25</p> <p>July 25</p> <p>July 25</p> <p>March 24</p> <p>Academic year 25-26</p> <p>July 25</p> <p>Sept 23 and ongoing</p>	<p>new starter meeting and transition events throughout the school year.</p> <p>Objectives reviewed September 2025 Attempts have been made to gain advice from local council but there is no longer an educational department linked to recycling. Consultation and advice from Estates Manager for advice to be sought around DDAT approach.</p> <p>This will be a continued focus with ECO committee.</p> <p>Attempts have been made to acquire a clothing collection facility – the collectors of the facility do not presently cover Amber Valley CC. Needs further exploration.</p> <p>established TerraCycle</p>
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		<p>8. The school has run a successful <i>Recycle 4 School</i> event in the local community to recycle unwanted clothing and raise funds for charity.</p>	<ul style="list-style-type: none"> <li>uniform marker pens to label any unnamed items of school uniform.</li> <li>Lost property to be put out at the end of each term on school playgrounds before and after school – if unclaimed it will be sorted into PTA nearly new uniform sales, Terracycle recycling points in school or school supply for pupils who need a change of clothes following an accident.</li> <li>Organise a <i>Recycle 4 School</i> event. They will help organise collections of good quality unwanted clothing by encouraging parents, students and staff to recycle their unwanted items, and make a BACS payment into your school fund within 5 working days of the collection. The <i>Recycle 4 School</i> scheme is designed to develop students awareness of textile recycling while providing them with a platform to generate much needed funds for their chosen cause.</li> </ul>	<p>Sept 23 and ongoing</p> <p>July 25</p>	<p>recycling hub in main entrance and publicised this in village magazine - Duffield Scene. Existing practice – through new starter parents information meetings – June each year and through newsletters online.</p> <p>Existing practice – lost property put out each half term then given to nearly new sales take place at every parent evening, new starter meeting and transition events throughout the school year.</p>
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