

## Climate Action Plan for: **Lowedges Primary Academy**

Decarbonisation						
<i>(e.g. calculating and taking actions to reduce carbon emissions)</i>						
Long term goals linked to decarbonisation						
<ul style="list-style-type: none"> <li>To reduce carbon footprint of the academy.</li> <li>To make genuine, fundamental mindset changes, with our children as partners, and within our academy community.</li> </ul>						
Background information						
<p>Carbon emissions can be categorised into three “scopes”. These are:</p> <ul style="list-style-type: none"> <li>Scope 1: Carbon that is burnt on site (i.e. the school boiler)</li> <li>Scope 2: Carbon that is burnt elsewhere to provide energy (i.e. the school electricity supply)</li> <li>Scope 3: Every other source of carbon emissions (e.g. unsustainable resources, food and transport)</li> </ul>						
Element 1: Using sustainable energy (reducing Scope 1 and Scope 2 carbon emissions)						
What actions will your school take?	What tools can we use to support?	Actions	Current Position	When would you like to achieve this?	Who is responsible?	Review
Implement a ‘switch off’ campaign with the Eco-Warriors to switch off lights when not in use.	Energy meters / statements to measure impact	Eco-Warriors to plan the campaign. Use of assembly time.	<i>Figure from last electricity bill -</i>	Autumn 2025	ALL EV (PD Lead)	End of Autumn 2025
Explore the possibility of having half hourly metering fitted by our energy supplier to monitor current energy consumption.	Energy meters to measure impact	To contact energy supplier to have an energy meter fitted	No meter	Autumn 2025	Site Supervisor Estates	End of Autumn 2025
When replacing lighting, use LED alternatives and motion		LED lighting to replace current lighting	Some LED lights and motion sensors within the academy	Summer 2026	Site Supervisor Estates	Summer 2026

sensors across the academy building.			Hall, dining room completed. Modular has motion sensors.			
<b>Element 2: Reducing Scope 3 carbon emissions</b>						
<b>What actions will your school take?</b>	<b>What tools can we use to support?</b>	<b>Actions</b>	<b>Current Position</b>	<b>When would you like to achieve this?</b>	<b>Who is responsible?</b>	<b>Review</b>
Increase the amount of active travel in school with the Active Travel Team.	Pupil Voice through School Council Engaging with parents Active Travel Tracker	Active Travel team to promote active travel through assemblies and special events.	Storage area in place for pupils to store bikes and scooters.	Autumn 2025	MG (Active Travel Lead) EV (PD Lead)	Autumn 2025
Eco Warriors to work with EV to review resource usage (specifically single use plastic) and explore less environmentally-impactful alternatives, including; <ul style="list-style-type: none"> <li>- Handwriting pens</li> <li>- Whiteboard pens</li> <li>- Glue sticks</li> <li>- Laminating pouches</li> </ul>	The Edding Return Cycle – recycle scheme for pens including wipe board pens.  A plastic recycling bin  Recycle Christmas Cards initiative  'Plastic Free July'	Eco Warriors to: Order recycle pen box from Edding.  Reduce amount of laminating where appropriate.  Look at regular resources where we could make changes.  Recycling for specific products to be in place.  Look into a plastic recycling bin for plastic bottles.	Printer cartridge recycling in place.	Autumn 2025          Jan 2026	Eco Warriors EV (PD lead)	Spring 2026

Eco Warriors to work with EV to review the amount of food waste created from classroom breakfast, lunchtime, free fruit and look at how things can be composted.	Compost bin on the playground.	Eco-Warriors to work with the kitchen to look into composting their waste alongside the waste from the fruit.  Eco-Warriors to look into how we can reduce the amount of food waste.	Compost bin already in place.	Autumn 2025	Eco Warriors EV (PD lead)	Spring 2026
Eco Warriors to work with EV to review the amount of waste produced, including paper.	Purchase of paper recycling bins	Eco-Warriors to meet with the Estate Manager to discuss recycling bins for school.  Eco Warriors to use assembly time and newsletters to staff to inform of cutting down paper waste.		Autumn 2025	Eco Warriors EV (PD lead)	Spring 2026
Eco Warriors to work with EV to review ways of saving water.		Eco-Warriors to meet with the Site Supervisor / Estate Manager to look into ways that water can be saved and re-used (e.g. water butt for watering plants)		Autumn 2025	Eco Warriors EV (PD lead)	Spring 2026
Use tool to analyse carbon emissions in school (additional	<b>Use Count Your Carbon</b> <a href="https://www.countyourcarbon.org/getting-started/">https://www.countyourcarbon.org/getting-started/</a>	Eco Warriors to use Count Your Carbon as part of one of	Eco Warrior group has been set up.	Autumn 2025	Eco Warriors EV (PD lead)	Autumn 2025

actions to follow depending on outcome)		their meetings and set further actions.				
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## Adaptation and resilience

*(e.g. taking actions to reduce the risk of flooding and overheating)*

### Long term goals linked to adaptation and resilience

- To ensure that extreme weather does not limit access to education.
- To ensure children and staff are appropriately protected from extreme weather, with relevant knowledge to support them to do so.

### Background information

Climate change is causing an increase in extreme weather events, including flooding, heatwaves and longer, more severe cold weather periods. Schools should give consideration to how they might mitigate these events. This should include:

- Changes that can be made to the school site to reduce the effects of flooding / hot weather / wind etc.
- Policies and procedures that can be put in place to help children and staff work in such circumstances.

*In the future, there is a risk of more learning days being lost due to hot weather rather than snowfall.*

### Element 1: Better equipping the school site for weather / weather events linked to climate change

What actions will your school take?	What tools can we use to support?	Actions	Current Position	When would you like to achieve this?	Who is responsible?	Review
To look into the purchase of fans / cooling devices for every classroom.		Speak with the estates team to look at feasibility.	Classrooms get exceptionally hot in warm weather. Two classrooms, two intervention spaces and two offices have air conditioning.	Summer 2026	LJ Site Supervisor Estates	Spring 2025
To look into the purchase of building further shaded areas on the playground.		Speak with the estates team to look at feasibility.	There is very little shading on the playground during the hot summer months.	Summer 2026	LJ Site Supervisor Estates	Spring 2025

<b>Element 2: Ensuring school policies and procedures help to mitigate extreme weather (e.g. heatwaves) for children and staff</b>						
<b>What actions will your school take?</b>	<b>What tools can we use to support?</b>	<b>Actions</b>	<b>Current Position</b>	<b>When would you like to achieve this?</b>	<b>Who is responsible?</b>	<b>Review</b>
Add in information about procedures for mitigating extreme weather into policies.		Look at which policies are relevant and add sections in.	Uniform policy includes a procedure for changing of uniform in extreme weather.	Summer 2026	LJ Site Supervisor Estates	Spring 2025

## Biodiversity

*(e.g. engaging with the National Education Nature Park and enrolling in the Climate Action Award)*

### Long term goals linked to biodiversity

- To increase the habitat offer for nature within the academy ground (leading to an increase in biodiversity).
- To engage children and families in processes which will increase biodiversity locally.
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### Background information

In the UK, we've lost half of all our biodiversity since the industrial revolution – more than any other G7 country. We are in the bottom 10% of all countries globally for remaining biodiversity. The main reason for this is the catastrophic decline of our wild spaces. There is a huge wealth of evidence telling us that restoring biodiversity is a vital step in the fight against climate change. Schools should therefore consider how they can support nature's recovery within the school grounds, as well as promoting measures to increase biodiversity in the wider school community.

*David Attenborough, A Life on our Planet "the planet's stability is linked to biodiversity"*

*"We cannot increase the biodiversity in the world single-handedly, but we can start with our academy and local community"*

### Element 1: Increasing biodiversity within the school grounds

What actions will your school take?	When would you like to achieve this?	Who is responsible?	Review
<p>Eco warriors to work with EV to develop a 'wild area' within the school field of wild flowers and habitats for wildlife.</p> <p>Eco Warriors to work with the Swift Action group to put up Swift bird boxes in the school grounds.</p>	Summer 2026	EV (PD Lead) MG (Allotment Lead)	Spring 2026
To further develop the allotment area so that it is in use all year round to include further areas of growing space, planting flowers to increase pollination.	Summer 2026	EV (PD Lead) MG (Allotment Lead) LJ	Spring 2026

<b>Element 2: Increasing biodiversity beyond the school grounds (e.g. through work with families and the community)</b>			
<b>What actions will your school take?</b>	<b>When would you like to achieve this?</b>	<b>Who is responsible?</b>	<b>Review</b>
Eco Warriors to promote biodiversity in the local community through holding competitions, disseminating eco-tips and updates through social media and termly newsletters, hosting family workshops, working with local organisations on environmental initiatives.	Summer 2026	EV (PD Lead)	Spring 2026 Summer 2026

## Climate education and green careers

*(e.g. ensuring that education gives knowledge-rich and comprehensive teaching about climate change and that teachers feel supported to offer this.)*

### Long term goals linked to climate education and green careers

- To improve pupils' knowledge about climate change
- To inform pupils of a wide range of careers / jobs that may interest them including green careers.

### Background information

Schools should consider how well their curriculum and extra-curricular offer:

- imparts a comprehensive understanding of climate change;
- instils a desire to take environmentally positive action;
- equips children with an awareness of green careers (and gives them the knowledge, skills and aspirations to pursue these).

### Element 1: Climate education

What actions will your school take?	When would you like to achieve this?	Who is responsible?	Review
Establish an 'Eco Warrior' pupil leadership group, with representatives from all year groups.	From September 2025	EV (PD Lead)	December 2025
Provide educational resources and displays about climate change and environmental issues to raise awareness.	By Spring 2026	EV (PD Lead)	Summer 2026

### Element 2: Green careers

What actions will your school take?	When would you like to achieve this?	Who is responsible?	Review

To add 'green careers' into our careers education and workshops, linking in with local companies / action groups.	Summer 2026	EV (PD Lead)	Summer 2026
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