

Amotherby Community Primary School



Climate Action Plan

2025 – 2026

1. Vision and Commitment

Amotherby Community Primary School is committed to creating a sustainable, environmentally responsible school that nurtures pupils' understanding of climate change and empowers them to take meaningful action. This Climate Action Plan aligns with the DfE's *Sustainability Leadership and Climate Action Plans in Education* guidance and North Yorkshire & York Healthy Schools requirements.

Our aims are to:

- Reduce the school's environmental impact.
- Build a culture where sustainability is embedded in curriculum, behaviour and decision making.
- Engage pupils as active stewards of the environment.
- Strengthen partnerships with families, community groups and national programmes (e.g., Let's Go Zero, Climate Ambassadors, and the National Education Nature Park).
- Meet the DfE requirement for every school to have an operational Climate Action Plan by December 2025

2. Leadership and Governance

2.1 Roles and Responsibilities

- **Headteacher (Mrs Lucy Wade):** Strategic leadership, ensures resources and staffing.
- **Climate/Sustainability Lead:** Coordinates actions, monitoring, pupil groups, curriculum alignment.
- **School Business Manager:** Oversees energy contracts, procurement, waste, and suppliers.
- **Site Manager:** Leads energy monitoring, grounds improvement and maintenance.
- **Eco Committee / Pupil Parliament:** Pupil voice, campaigns, ambassador roles.
- **Chair of Governors (Mr Stewart Morris):** Ensures climate strategy is monitored at board level.
- **Governing Board:** Reviews progress termly; ensures climate goals align with statutory duties.

2.2 Governor Oversight

A named governor for sustainability will monitor progress each term and report to the FGB

3. Baseline Assessment (Autumn 2025)

3.1 Energy & Carbon

- Energy usage monitored through monthly meter readings.
- School heating based on oil
- Building insulation ageing; some heat loss expected.
- Renewable energy currently installed (LED Lighting Upgrade Summer 2024)

3.2 Waste & Consumption

- Mixed recycling available but inconsistently used.
- No food waste composting yet.
- Single-use plastics found in packed lunches and some curriculum resources.

3.3 Biodiversity & Grounds

- Large field and playground spaces with nature zones and potential for more.
- Hedge and tree lines support local wildlife.
- Lots of planting areas for pupils to engage in regular gardening.

3.4 Curriculum

- PSHE (Jigsaw), science, and geography already include environmental topics.
- Cross-curricular sustainability links not yet mapped.
- No whole-school sustainability learning progression.

3.5 Travel

- Majority of pupils travel by car due to rural village context. Limited safe walking routes
- ' Kiss and drop' 2026

4. Strategic Priorities 2025–2028

Priority 1: Leadership & Culture

Build whole-school commitment with clear roles, training, and community involvement.

Priority 2: Reduce Carbon and Energy Use

Lower energy consumption through behaviour change and long-term building improvements.

Priority 3: Waste Reduction & Sustainable Procurement

Reduce waste, increase recycling, address single-use plastics and ensure sustainable purchasing.

Priority 4: Biodiversity & School Grounds

Develop the site into a nature-rich environment through the National Education Nature Park.

Priority 5: Curriculum & Pupil Engagement

Embed climate education throughout the curriculum and empower pupils as change-makers.

Priority 6: Community, Partnerships & Communication

Strengthen engagement with families, local groups and national climate programmes.

Action Plan 2025- 2028

Priority 1: Leadership & Culture			
Action	Responsibility	Timescale	Success Indicators
Appoint a named Climate/Sustainability Lead	HT, Climate Lead	Jan 2026	Role public on website; termly reports to governors
Staff briefing on national DfE expectations	Climate Lead	Spring 2026	All staff aware of responsibilities
Join Let's Go Zero campaign	HT, Climate Lead	Spring 2026	School listed as participant; badges displayed
Engage Climate Ambassador (DfE programme)	Climate Lead	2026	Ambassador visit/report completed
Publish Climate Action Plan online	HT	Dec 2025	Meets DfE criteria; accessible to parents

Priority 2: Reduce Carbon and Energy Use			
Action	Responsibility	Timescale	Success Indicators
Conduct full energy audit (NYES or local provider)	Senior Administrator (Office)	Jan 2026	Audit report completed
Install energy monitoring dashboard	Mr Lamb (Caretaker)	Spring 2026	Weekly data shared with pupils

Introduce “Switch-Off” campaign led by pupils	Eco Team	Spring 2026	Reduced kWh consumption
Long-term: Investigate PV solar feasibility	FGB	2027-28	Feasibility study completed

Priority 3: Waste Reduction & Sustainable Procurement			
Action	Responsibility	Timescale	Success Indicators
Conduct waste audit	Eco Team	Spring 2026	Baseline established
Introduce paper-reduction plan & default double-sided printing	All Staff	2026	Photocopying reduced
Set up food waste composting	Eco Team/ School Cook	2026	Compost used in school gardens
Replace single-use items with reusable alternatives	Senior Administrator (Office)	2026-27	Reduction in single-use plastics
Update procurement policy to include sustainability criteria	FGB & Senior Administrator (Office)	2026	Policy approved & in use

Priority 4: Biodiversity & School Grounds			
Action	Responsibility	Timescale	Success Indicators
Register for National Education Nature Park	Climate Lead	Spring 2026	Baseline established

Create nature-rich zones (wildflower borders, log piles, bird feeders)	Pupils and Staff	2026	Photocopying reduced
Develop pupil gardening groups	Volunteers and Staff	2026	Compost used in school gardens

Priority 5: Curriculum & Pupil Engagement			
Action	Responsibility	Timescale	Success Indicators
Map sustainability across all subjects EYFS–Y6	Curriculum Lead	2026	Completed map; shared with staff
Add half-termly sustainability/eco themes (linking to Jigsaw PSHE)	PSHE Lead	2026	Themes appear in curriculum overview
Eco Committee elected annually	Pupils	Annual	Visible pupil leadership
Deliver assemblies on climate, nature and global citizenship	SLT	Termly	Assembly Overview Document shows coverage
Include climate literacy in school trips (e.g., farms, forests)	Teachers	Ongoing	Trip evaluations reflect focus

Priority 6: Community, Partnerships & Communication			
Action	Responsibility	Timescale	Success Indicators
Share Climate Action Plan with families	HT	2026	Parent feedback
Introduce annual “Amotherby Sustainability Week”	Climate Lead	2026	Event held; high pupil participation
Partner with local organisations (Malton Environment Group, local farms, NYCC)	Climate Lead	Annual	Partnerships documented
Regular newsletter updates on climate initiatives	HT	Termly	Newsletters show updates via school website

6. Monitoring and Review

- **Termly:** Climate Lead updates SLT and governors.
- **Annually:**
 - Review progress against baseline.
 - Update the Climate Action Plan.
 - Submit evidence to North Yorkshire & York Healthy Schools for climate badge and certificate .
- **Pupil Voice:** Eco Committee provides termly feedback.

7. Risk Assessment & Barriers

Risk	Mitigation
Funding limitations	Apply for grants (Salix, Woodland Trust, Let's Go Zero partners)
Staff workload pressures	Build small, manageable actions; integrate into existing systems
Rural travel challenges	Promote car-sharing, park-and-stride, cycling where safe
Weather constraints for outdoor learning	Use shelter areas; link to seasonal planning

8. Success Measures (by 2028)

- Reduction in overall energy use (kWh) compared to 2025 baseline.
- Increased biodiversity measured by species counts.
- Reduction in waste volume and plastics.
- Clear sustainability curriculum progression EYFS–Y6.
- Active partnerships with at least three external organisations.
- Achievement of the North Yorkshire & York “Climate Action Plan” badge/certificate.

Written by	Lucy Wade
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