Earlham Primary School Climate Action Plan

In April 2022, the Department for Education announced that all schools should appoint a Sustainability Lead and develop a Climate Action Plan by 2025. At Earlham Primary School, we saw this as an opportunity to strengthen our commitment to environmental responsibility and prepare pupils for a more sustainable future.

We believe that environmental awareness, resilience, and respect for nature are essential parts of a child's education. Through our curriculum, school environment, and daily practices, we aim to develop responsible citizens who understand the importance of caring for both their local community and the wider world.

This Climate Action Plan helps guide our decisions about teaching, school operations, and site management. Oversight will be provided by the Governing Body and Sustainability Lead, with progress reviewed regularly. The plan will be reviewed every three years, with annual targets set to ensure continuous improvement.

Climate Education and Global Citizenship

At Earlham Primary School, we are committed to helping pupils understand environmental challenges and empowering them to make positive choices. Sustainability and climate awareness will be embedded across the curriculum, supported by staff training and meaningful learning experiences.

Our priorities include:

- Developing outdoor learning and green spaces.
- Embedding sustainability across the curriculum.
- Strengthening pupil leadership through a school Eco Council.
- Providing sustainability training for staff and governors.
- Supporting pupil and staff wellbeing by encouraging positive action rather than climate anxiety.

Through these initiatives, we aim to ensure every child leaves our school with the knowledge, skills, and values needed to contribute to a greener and more sustainable future.

Monitoring the Plan

Our Climate Action Plan focuses on four key areas:

- **Decarbonisation**
- **Climate Education and Global Citizenship**
- **Adaptation and Resilience**
- **Biodiversity**

Progress will be monitored termly, reviewed annually, and fully updated every three years. By working together as a school community, we will create a culture of sustainability and continuous improvement for current and future generations.

September 2025 – August 2027

Introduction

At Earlham Primary School, sustainability underpins our commitment to preparing pupils for the future as responsible and environmentally conscious citizens. Situated between Woodside Park and White Hart Lane Recreation Ground in the London Borough of Haringey, we benefit from direct access to diverse natural spaces that enhance learning beyond the classroom, providing opportunities to explore biodiversity, connect with nature, and develop an understanding of environmental responsibility

In 2020, our school building was rebuilt with sustainability in mind and incorporates a range of environmentally responsible features, including:

- Solar panels.
- Lighting systems in the main school which automatically switch off when areas are not in use.
- Energy-efficient cooling and ventilation systems.
- Rain-sensor windows in designated office spaces.
- Sustainable building design that supports reduced energy consumption.

These features provide valuable opportunities for pupils to see sustainability in action and understand how technology can contribute to reducing environmental impact.

Since 2022, we have continued to develop the natural environment across our school grounds to support outdoor learning, biodiversity and pupil wellbeing. Through our strong partnership with Forest Tribe CIC, our Forest School provision has expanded significantly, creating engaging outdoor learning spaces that enable pupils to connect with nature, develop resilience and learn about the environment through first-hand experiences. Pupils have actively contributed to the development of these areas through planting, habitat creation and ongoing maintenance.

We have established and enhanced planting areas across the school site, including herb gardens, pollinator-friendly spaces, growing areas and wildlife habitats. Pupils have helped design, plant and care for these areas, developing a strong sense of ownership and responsibility for their

environment. The creation of our pond area has further enriched opportunities for biodiversity learning, habitat management and environmental monitoring.

Our location provides valuable opportunities for pupils to access and learn from local green spaces. In addition, pupils attend educational visits which include venues such as Railway Fields Nature Reserve, where they participate in outdoor learning activities, explore habitats and ecosystems, observe wildlife and develop their understanding of biodiversity, conservation and environmental stewardship. These experiences help children make meaningful connections between classroom learning and the natural world.

Alongside practical environmental projects, pupils have participated in a range of climate education workshops designed to increase their understanding of climate change, sustainability, biodiversity and the actions they can take to make a positive difference. Workshops encourage pupils to think critically about environmental challenges and empower them to become active agents of change within both the school and wider community.

Pupils have also taken part in carbon monoxide awareness workshops, learning about environmental safety, air quality and the importance of recognising potential hazards within homes and communities. These workshops support pupils in developing a wider understanding of how environmental factors can influence health, safety and wellbeing.

Through Forest School sessions, visits to Railway Fields, Gardening Club, Eco Ambassador projects, litter-picking initiatives, biodiversity surveys and climate education activities, pupils understand that caring for their school environment is closely connected to caring for the wider planet. We are proud that our children demonstrate a strong commitment to environmental stewardship and regularly take action to improve both their local environment and the world around them.

By providing meaningful opportunities to learn, lead and take action, we aim to nurture environmentally responsible citizens who have the knowledge, skills and confidence to contribute to a more sustainable future.

Vision

To create a school community where all pupils:

- Understand climate change and sustainability.
- Develop practical environmental and green skills.
- Actively contribute to improving biodiversity.
- Take responsibility for caring for their local environment.
- Become confident advocates for a sustainable future.

Reviews

- Evaluate progress against key objectives.
- Review the impact of actions across all four priority areas.
- Identify next steps and areas for development.
- Celebrate achievements and share successes with the school community.

Ongoing Pupil Voice and Participation

- Gather feedback through Eco Ambassadors and school council discussions.
- Enable pupils to contribute ideas and solutions for environmental improvements.
- Encourage pupil leadership through sustainability projects and campaigns.

Climate Action Plan Review Cycle

- The full Climate Action Plan will be reviewed and updated every 3 years.
- Annual action plans will be refreshed to reflect progress, emerging opportunities and changing environmental priorities.

Through strong leadership, meaningful pupil participation and effective partnerships, we are committed to ensuring that our Climate Action Plan is not simply a document, but a living framework that inspires action, supports learning and helps Earlham Primary School become an increasingly sustainable, environmentally responsible and resilient school community.

Decarbonisation and Net Zero

Action Steps	**Timeline**	**Resources**	**Responsibility**	**Expected Outcomes**	**Success Indicators**
Audit lighting across the site, and ensure all motion sensors/timers in classrooms, toilets, and corridors are in full working order	By Summer 2028	Contractor support where necessary	Site Manager, Business Manager	Reduced energy consumption and electricity costs, lower carbon emissions, and improved energy efficiency across the school.	An audit of site lighting is completed, and all motion sensors and timers in classrooms, toilets, and corridors are checked, maintained, and fully operational to

					support energy efficiency.
Promote a school-wide 'Switch Off' campaign. Launch a pupil-led campaign encouraging staff and pupils to turn off unused lights and devices. Include messages in newsletters and assemblies.	Introduce in Autumn of 2025 Relaunch in autumn of 2026	Campaign packs; Eco Council time Email and briefing reminders to staff	Eco Council, Class Teachers, SLT. Site Manager	Increased awareness of energy conservation, positive behaviour change among pupils and staff, and reduced unnecessary energy use.	Increased awareness and adoption of energy-saving behaviours evident across the school.
Promote sustainable travel and School Streets Maintain the Gold Accreditation for Travel for life-working with smarter travel team and support from Steve Champion (TfL)	Ongoing	School travel plan Walk to school week participation activities Hands Up surveys Yr 6 Transition activities (moving up, Mission Transition, The Riot Act workshop	DHT/Travel Champion/Sustainability Lead	Increased active travel and improved safety awareness behaviour and attitude change among pupils and staff and improved safe travel to and from school	The school maintains its Gold Travel for Life accreditation, promotes sustainable travel through awareness activities

Integrate the school's solar panels and other sustainable building features into teaching and learning, enabling pupils to explore renewable energy, energy efficiency, and sustainable technologies through real-life examples within the school environment.	Ongoing (Sept 2025-Jul 2027)	Existing resources	Science Lead	Pupils will develop a greater understanding of renewable energy, sustainability, and climate action by learning how the school's solar panels and sustainable building features contribute to reducing environmental impact and supporting a greener future.	Pupils use the school's solar panels and sustainable building features in learning activities and can explain how they support renewable energy, sustainability, and carbon reduction.
Empower Eco Monitors to lead energy-saving campaigns and promote energy conservation messages across the school.	From September 2026	Assembly materials and presentations Posters, signs, and display boards Energy-saving reminder stickers	Sustainability Lead PHSE Lead/SLT	Pupils develop greater awareness of energy conservation and take an active role in encouraging sustainable behaviours	Eco Monitors actively promote energy-saving messages and lead campaigns that encourage pupils and staff to reduce

		Newsletter and website communication tools Energy monitoring data (where available) Reward and recognition materials Classroom and corridor noticeboards			energy use across the school.
Deliver energy conservation assemblies and campaigns to raise awareness of energy saving and encourage sustainable behaviours across the school.	Termly	Assembly materials	Sustainability Lead	Pupils develop greater awareness of energy conservation and the importance of reducing energy use.	Pupils participate in assemblies and campaigns and demonstrate energy-saving behaviours in school.

Progress Achieved (September 2025 – July 2026)

✓ Solar panels continue to generate renewable energy.

✓ Sensor lighting systems minimise unnecessary electricity use.

✓ Energy-efficient cooling systems support reduced energy consumption.

✓ Rain-sensor technology supports building efficiency.

✓ Recycling systems maintained.

✓Gold Star Accreditation maintained

✓ Walking and active travel encouraged.

✓ Pupils actively engaging in activities including, the Riot Act workshop, class visits from Mr Croc, Mission Transition sessions, Climate Ed workshops

Climate Education and Green Skills

Action Steps	Timeline	Resources	Responsibility	Expected Outcomes	Measurable Success Indicators
Embed climate literacy across the curriculum. Audit subjects to identify opportunities to integrate sustainability themes. Include environmental texts in English and ensure Science and Geography lead on climate-related learning.	Ongoing, reviewed annually	Curriculum planning time	Sustainability Lead, Subject Leaders	Increased pupil understanding of climate change and sustainability, with environmental themes embedded across the curriculum and linked to real-world issues.	Climate and sustainability themes evident in all curriculum maps by 2027; annual curriculum audit completed

Promote green careers. Invite local professionals to speak about careers in sustainability and organise an annual 'Green Careers Week'.	Annually from summer 2027	Community volunteers; careers resources	Sustainability Lead, SLT	Increased awareness of green career pathways, raised aspirations, and stronger links between learning, sustainability, and future employment opportunities.	Minimum of three green careers events or speakers annually; Green Careers Week held each year; 80% of pupils surveyed can identify at least three green career pathways by Year 6.
To provide opportunities for children to participate in climate education workshops	Spring 2025 Autumn 2026	Climate Ed	HT/Class Teachers	RSHE Lead, Mental Health and Wellbeing Lead	**Evidence of visits and impact in Classes across the school via books, pupil voice and in newsletters**
Children to participate in Forest School activities that encourage exploration of the natural environment, practise caring for local habitats and wildlife, and identify simple actions they can take to protect the environment and support climate action in their daily lives.	From September 2025	Costs for Forest School Sessions	Class Teachers Sustainability lead HT	Children will develop a greater understanding of the natural environment through Forest School activities, building their confidence and environmental awareness while learning how to care for habitats and wildlife and take practical actions to protect the environment and support climate action	Children participate in regular Forest School activities, demonstrate respect and care for local habitats and wildlife, identify ways to protect the environment, and show increased understanding of climate action through discussions, observations, and practical activities.

Staff member to complete the Level 3 Certificate in Forest School Leadership to support the delivery of high-quality outdoor learning experiences that develop children's confidence, teamwork, wellbeing, environmental awareness, and connection to nature.	From Autumn 2026	Training Prover (though HEP) and costs	Staff member/HT	A staff member achieves the Level 3 Forest School Leadership qualification, increasing the school's capacity to deliver high-quality outdoor learning that supports pupils' confidence, wellbeing, teamwork, environmental awareness, and connection to nature	Level 3 Forest School Leadership qualification achieved, increasing the school's capacity to deliver high-quality outdoor learning that supports pupils' confidence, wellbeing, teamwork, environmental awareness, and connection to nature
Organise and deliver regular educational visits to local green spaces, such as nature reserves, parks, and recreation grounds, enabling pupils to explore habitats, observe wildlife, and participate in conservation activities that enhance their understanding of local ecosystems and conservation	Ongoing	Volunteers Transport to venue if required	Class Teachers Sustainability Lead	Pupils will increase their understanding of local ecosystems, wildlife, and conservation through regular visits to green spaces, developing environmental awareness, observational skills, and a greater appreciation of nature.	Pupils regularly visit local green spaces, learn about habitats, wildlife and conservation, participate in practical conservation activities, and demonstrate their learning through discussions, observations and feedback.

Commence the food growing project The Food Growing Project to support pupils in the to learn about growing fruit, vegetables, and herbs through practical gardening activities. Pupils will develop an understanding of sustainable food production, healthy eating, biodiversity, and environmental responsibility while taking part in hands-on planting, cultivation, and harvesting activities.	Autumn 2026	Plants/seeds Labour costs if beyond 10 hours	HT/Sustainability lead	Pupils will learn how to grow fruit, vegetables, and herbs through practical gardening activities, developing knowledge of sustainable food production, healthy eating, biodiversity, and environmental responsibility while building confidence, teamwork, and outdoor learning skills.	Pupils will develop an understanding of sustainable food production, healthy eating, biodiversity, and environmental responsibility while taking part in hands-on planting, cultivation, and harvesting activities.
Develop pupil environmental leadership opportunities by establishing Eco Ambassadors and Eco Monitors to promote pupil voice, support energy-saving and recycling initiatives, and enable pupils to contribute to environmental decision-	Autumn 2026	Release time from class Art resources IT resources	Sustainability Lead/Science Lead/SLT	Pupils will develop leadership skills and take an active role in promoting environmental sustainability within the school through participation in Eco Ambassador and Eco Monitor roles, contributing to environmental initiatives,	Eco Ambassadors and Eco Monitors are established, pupils contribute to environmental decision-making, support sustainability initiatives, and participate in awareness-raising activities across the school.

making and awareness campaigns across the school.				decision-making, and awareness-raising activities.	

Progress Achieved (September 2025 – July 2026)

✓ Climate education workshops delivered in year 6

✓ Sustainability themes embedded within Science, Geography, PSHE and Forest School learning.

✓ Forest School sessions delivered across the school, in partnership with Forest Tribe CIC.

✓ Pupils participated in litter-picking campaigns, gardening and environmental awareness activities.

✓ Initial plan for growing project agreed with GrowN22

Biodiversity and Nature

Action Steps	Timeline	Resources	Responsibility	Expected Outcomes	Success Indicators
Develop Forest School provision and outdoor habitats by creating a new mud kitchen area,	Ongoing	Existing budget for Forest School Sessions Volunteered support from FTCIC and GrowN22	Forest School Lead / HT	Develop Forest School provision and outdoor habitats by creating a new mud kitchen area,	A new mud kitchen is established, pupils regularly help maintain outdoor areas, and signage and identification

					charts are created and used to support learning about local habitats, plants, pollinators, and insects.
Provide opportunities for children to participate in gardening, growing, and planting activities to develop their understanding of nature, food production, biodiversity, and environmental sustainability.	From September 2025 and termly	Gardening Budget Seeds and plants: £100 to £300 Compost and soil: £100 to £250	HT Class Teacher	Children develop practical gardening skills, environmental awareness, and a greater appreciation of the natural world	Children regularly take part in planting and growing activities and demonstrate increased knowledge of plants, food growing, and caring for the environment.
Implement the planned pond restoration project during 2026-2027 to improve habitat quality and support a greater variety of species e.g.	Autumn 2026-Spring 2027	Restoration budget Native plants and habitat features: £100 to £200	Sustainability Lead	Pupils and wildlife benefit from an improved pond area that increases biodiversity and	Pond restoration works are completed, habitat quality is enhanced, and increased evidence of wildlife

Adding frogspawn to the wetland area, to enhance our wildlife.				provides opportunities for outdoor learning.	activity and species diversity is observed within the pond and surrounding wetland area.
Introduce new bird boxes and bug hotels across the school grounds to create habitats for wildlife and support biodiversity	Autumn 2026-Spring 2027	Materials	Science Lead Sustainability Lead Site Manager	Pupils develop a greater understanding of local wildlife and biodiversity through observing and caring for habitats	Bird boxes and bug hotels are installed and monitored, with evidence of increased wildlife activity and pupil engagement in habitat conservation.
Carry out regular wildlife monitoring activities, including pond checks, bird counts, pollinator surveys, species audits, and wildlife observations, to track and support biodiversity across the school grounds.	Termly from Autumn 2026	Equipment and resources: £30 to £100	Science Lead	Pupils develop their understanding of local wildlife and biodiversity through regular monitoring and observation activities	Pupils take part in regular wildlife monitoring activities and use their findings to identify and track species across the school grounds

Progress Achieved (September 2025 – July 2026)

✓ Forest School area maintained and enhanced.

✓ School Pond established and used for environmental learning.

✓ Gardening Club activities supported planting and growing activities.

✓ Pupils grew and cared for herbs, vegetables flowers and plants within the school grounds.

✓ Trees and plants were planted within local parks and community spaces.

✓ Pupil participation in wildlife observation activities.

✓ Nature-based learning opportunities expanded through Forest School.

✓ Pollinator-friendly planting introduced.

Adaptation and Resilience

Action Steps	Timeline	Resources	Responsibility	Expected Outcomes	Success Indicators
Regularly inspect and maintain drains and gutters to ensure they remain	ongoing	Site Tools for clearing surfaces	Site Manager	The school site is better prepared for	Drains and gutters are checked regularly, kept clear of debris,

clear and effective in managing rainfall across the school site .				heavy rainfall and flooding	and any issues are identified and addressed promptly
Develop and implement procedures for heatwaves, flooding, and snow, ensuring all staff understand emergency arrangements and their roles during severe weather events.	Ongoing	Severe weather and emergency procedures documentation Staff training and briefing sessions Communication systems (email, text alerts, website updates) Local authority and weather guidance Risk assessment templates Emergency contact lists Flood, snow, and heatwave response	HT SBM Site Manager	Staff are prepared to respond safely and effectively to extreme weather events.	Procedures are in place for heatwaves, flooding, and snow, and staff are aware of emergency arrangements and responsibilities.

		equipment as required (e.g. grit, fans, water stations, signage)			
Engage pupils, staff, governors, and families in climate resilience and sustainability through awareness campaigns, learning activities, and practical action to respond to extreme weather.	Autumn 2025	Staff meeting and training time Newsletters, website, and social media communications Climate resilience and sustainability educational resources Eco Ambassadors/Eco Council support Displays, posters, and awareness campaign materials Local authority, TfL, and environmental	Business Manager, Governors	Conduct review of flood, heat and storm vulnerabilities. Use local authority mapping tools. The whole school community develops greater awareness of climate resilience and environmental sustainability and takes positive action to prepare for and respond to extreme weather.	Pupils, staff, governors, and families participate in climate resilience activities and can identify actions that support safety, sustainability, and adaptation to extreme weather events.

		organisation resources			
In implementing strategies to reduce the impact of hot weather on pupils, staff, and outdoor learning areas.	By Summer 2026	Funding for canopies; Tree planting grants	Headteacher, Site Manager	Pupils and staff benefit from a cooler, more comfortable school environment during periods of hot weather	Shade and cooling measures are in place and used effectively to improve comfort and support safe outdoor learning during warm weather.
Install rainwater harvesting systems across the school site, including water butts and other collection methods, to capture and reuse rainwater for watering gardens and supporting outdoor learning activities.	By Autumn of 2026	Low-cost water butts	Site Manager, Eco Council	Pupils develop an understanding of water conservation and sustainable resource management.	Reduced mains water consumption, increased awareness of water conservation among pupils, and improved sustainability of school gardening projects.
Teach climate resilience through workshops and Forest School	From Autumn 2025	Volunteer time Forest School Sessions	HT Sustainability Lead Class Teacher	Pupils understand how to prepare for and respond to climate	Pupils take part in workshops and Forest School activities and can

				change and extreme weather.	identify ways to respond to climate change and extreme weather.

Progress Achieved (September 2025 – July 2026)

✓ Forest School activities have strengthened pupils' understanding of local ecosystems and environmental change.

✓ Outdoor learning programmes have increased pupils' resilience and environmental awareness.

✓ Procedures for hot weather have been developed and implemented, including hydration reminders, access to shaded areas, and adjustments to outdoor activities during periods of extreme heat.

✓ Staff have been informed of the arrangements, and guidance has been shared with families through school communications and the website.

✓ Measures are reviewed and applied as required to help ensure the safety and wellbeing of pupils and staff during hot weather.