Grange Academy Climate Action Plan

WHOLE SCHOOL ACTION PLAN		
Climate Change Action Plan	**Lead staff: Rachel Timms, Natasha Cowell and Charlotte Tomkins**	**Year:** 2024 /2027 **Year 2:** 2025-26

Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
Article 6: You have the right to be alive.

CONTEXT

This plan explains our commitment to:

- Climate and planet sustainability alongside the promotion of social justice.
- 'The six C's' approach of leading change (culture, curriculum, community, campus, careers and CPD).
- Supporting the global and local context of an urgent response to long term human impact on the planet. This includes changes caused by the use of pollutants including fossil fuels, and climate damage causing worldwide negative change linked to unsustainable instant gratification and selfish practice.
- Developing our pupils' ability to act on their sense of urgency and desire to be positive changemakers, locally and globally.

Key events and legislation have influenced this plan:

- Climate Change Act (2008) – amended in 2019, this act sets a target of 100% reduction in greenhouse gas emissions in the UK (also known as net-zero) by 2050.
- The Paris Climate Agreement (2015) – Agreed at COP21, this was the first time a legally binding international treaty on climate change was signed by major nations. It is an opportunity for governments, businesses and other key players to come together to focus global efforts to tackle the climate crisis.
- COP26, Glasgow (2021) – the first large summit where education and environment ministers met to increase the role of education in tackling climate change and commit to change.
- Department of Education Sustainability and Climate Change Strategy for Education (2022) and the five areas of climate education, green skills and careers, the education estate and digital infrastructure, supply chain and operations, international collaboration.
- Hannon V, and Pearson A (2024) '*Thrive: The Purpose of Schools in a Changing World*' Cambridge University Press

Further guidance can be seen here:

https://www.nga.org.uk/knowledge-centre/whole-school-environmental-sustainability/
https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy
sustainability-matters-in-early-childhood-resource.pdf
The Economics of Biodiversity: The Dasgupta Review

As a community anchor, Grange Academy intends that all actions impact the school community, local community and global community.

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Aim 1 Culture: How things are done at Grange Academy						
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria/ Impact**	**Monitoring**	**RAG Yr 2**
To ensure that our culture focusses on positive, well-informed choices, increases our sustainability and promotes social justice.	Undertake a full annual audit of stakeholders' views around our current practice and use this to create a **Grange Academy Sustainability Eco Code**. Enhance the work of the Pupil Eco Club and in leading school wide projects linked to: • Carbon Footprint reduction (Carbon Reduction Month each term) • Increasing recycling, compositing, re-using and terracycling (run a weekly competition judged by Eco Club) • Promoting positive behaviour promoting climate change in the local community, via a pupil-led campaign and Eco Fayres. • Reduce single use plastic. No more plastic water bottles at events, plastic stencils or single use plastic-based products. • Increase the cycle of food waste used for animal feed and compost for horticulture	Led by the sustainability team and Eco Club.	Ongoing 25-26. Projects have already begun.	Initiatives will foster a sense of hope, enthusiasm and positive behaviour. Monitoring will show o 100% increase in recycling (loads counted compared to last year). o A cost reduction in electricity bills due to less use. o A reduction of £1000 in yearly printing costs. o Pupils' own success criteria for projects will be met. o Eco Platinum Award maintained. o At least 100 attend the Eco Fayres (families and community).	Sustainability team and Eco Club will complete half termly walks and check data. CT will promote and evaluate terracycling	

AIM 2: Curriculum for climate action						
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria/ Impact**	**Monitoring**	**RAG Yr2**
All areas of the curriculum will include explicit teaching around making greener choices and reducing wasteful resourcing.	100% of schemes of work include teaching around green-focused sustainable choices (and rationales) within the subject to develop critical thinking. For example, pupils working on the farm learn about natural fertilizers and impact on food chains compared to artificial choices. All pupils will learn at least one specifically climate focused topic each term, alongside UNICEF rights teaching. All teachers share resources, reduce printing and reuse items to model good practice. Classes will actively reuse items and celebrate this on the newsletter e.g. Wellie planters.	All staff	In place already, now being developed	The pupil survey feedback will show 100% of pupils understand that green choices can be made in all areas of life and can demonstrate how they do this in lessons. Costs for resources will have reduced by £1000 compared to last year as a result of increased reuse and creative resourcing.	SLT will monitor curriculum and talk with pupils about impact.	
Pupils will develop understanding of the need to restore biodiversity	UK insect populations have declined by 60% over the last 20 years (UK Bug Life). Pupils will increase - Wildflower planting - Work with a beekeeper to develop a school display of 'how to help bees' - Pupils will participate in the RSPB big bird count and increase bird attractions such as feeders, natural fertilizers in the allotment and provide bird baths	All staff	In place already, now being developed	Surveys will show increases in the number of - bees - butterflies - birds	Class teachers will share feedback from each nest.	

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Pupils will have multiple opportunities to put learning into practice to make a difference to their own experiences and those of others.	All pupils are explicitly taught about key local and global issues within form time and given opportunities to: • Campaign by sharing their views e.g. meeting the MP and local council and implementing their project ideas to improve the Kempston Environment (currently caring for waste land) • Lead change-making projects locally and globally. (Current projects include pond building, bat box building, community allotment and wild field creating, sustainable cooking, foraging and improving day to day experiences for residents of a local care home)	SLT and All staff	In place already, now being developed	Pupil-led projects will show evidence of local and global impact including videos of achievements and feedback from stakeholders who benefit. These will be showcased in videos on the website. 100% of pupils will give feedback that they know they have made a difference and explain how they use their chosen communication system.	SLT will monitor curriculum monthly and talk with pupils about impact.	

AIM 3: Community partnerships						
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria/ Impact**	**Monitoring**	**RAG**
Pupils will be involved in a range of initiatives that improve the local and global community and enhance social justice for others.	Pupil Climate leaders will attend the 'Schools of Tomorrow' (SOTO) Climate Change Conference 2025/26 and present about what they do at Grange. Pupils will work with staff to lead • Food Share • Share Shack • Community events (fêtes and cafés) • Farm open sessions at least termly to increase pupils' confidence in interacting with nature • Family allotments and cooking sessions • 'Food for All' event • Pond and wild meadow creating • Creating wall murals to reinforce the messages • Leading a SOTO impact national project around healthy and sustainable lifestyle (a funding bid has been submitted) • Leading school menu choices with a local, organic and seasonal focus • Pupil Parliament will have a regular discussion in each meeting about actions they wish to undertake.	SLT Food Share Leader Each 'Nest Team' Mikey Peacock (allotment leader)	In place already, now being developed.	Each project will be able to demonstrate a positive impact including project outcomes and feedback. Silver Food for Life will be maintained. Staff will ensure that social justice is increased by helping pupils to support those most in need. See video created by pupils	Each project will have a simple 'aims based' action plan and SLT will check impact.	

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Develop global citizenship	Pupils will sponsor a child in India and develop a deeper understanding of each other's lives. • Each class to arrange sponsorship fundraisers • Each class will write to Dorcas termly and share our sustainability progress and ask her how her community addresses these issues. Fast Fashion: - Pupil curriculum leaders will lead a 'fast fashion awareness' day to explore the impact of fast fashion and model reusing fabrics. - GrangeCo will allow pupils to access recycled clothing and reuse items via half termly swish and share events.	Laura Charnock	Autumn 25	Pupils will be able to share views on fast fashion and how it impacts the lives of others; they will be able to make informed choices Pupils will be able to articulate how their choices impact others around the world.	Headteacher will report to LGB	

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AIM 4: Campus actions						
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria/ Impact**	**Monitoring**	**RAG Yr 1**
The school will increase sustainability and reduce carbon footprint by implementing clear climate improving strategies.	Water: • Horticulture and animal care to increase composting and use of rainwater. New butts will be in place and an irrigation system connected to the polytunnel. • Flood Mitigation: by adding increased soak-aways and DFE recommended rectification work we will Increase resilience and reduce water waste (we are awaiting funding); build a cardboard Eco allotment to absorb flood water. Weekly Site check – dripping taps, insulation etc. to reduce energy and water loss Petrol • Continue to reduce minibus or car use for short trips EVC will ensure more trips include walking or public transport • Swimming will be at a pool within walking distance to reduce the need to travel by bus.	Headteacher and Site Agent	Ongoing this year. Projects already begun.	All actions implemented and lead to reduced - Energy costs - Fuel costs - Resource costs - Flood damage Improved Energy Efficiency Certificate scores (DEC)	Premises and Site Action Plan will record progress Headteacher and Finance Team will monitor cost savings Pupil and Site Agent walks each month to check progress	

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Reduce consumable usage and bills	Reduce water and paper waste: • remove paper towels and install hand dryers in all but one toilet (one will remain for pupils with extreme sensory phobias). • Use hand towels in classrooms • Change default setting on Word to narrow margins to condense documents and therefore reduce printing costs. Reduce Energy use: • Pupil energy monitor site walks will identify issues and reduce energy consumption by ensuring no unnecessary screens or lights are in use. • Update old air conditioning which is not energy efficient. • Continue to replace old lights with energy efficient Eco lighting	Headteacher and Site Agent	Ongoing this year. Projects have already begun.	All actions implemented and lead to reduced - Energy costs - Fuel costs - Resource costs - Flood damage Improved Energy Efficiency Certificate scores (DEC)	Pupil and Site Agent walk each month to check progress Headteacher will report to Eco Club	

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Aim 5: Green Careers						
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria/ Impact**	**Monitoring**	**RAG**
All pupils will have an awareness of green career paths and opportunities to listen to visitors who can promote these.	Careers hub will include visitors and trips to find out about careers linked to social justice and climate sustainability. 'Options You Choose' groups will invite speakers such as organic farmers, those who are creating apps to prevent food waste etc. Pupils will work with Mickey Peacock to develop resources and work skills by: - An allotment - Sustainable planting on boggy land - Foraging - Work with a family growing project - Support a local café by growing and sharing food (serving and preparing in the café)	Rachel Timms Career's lead	Ongoing this year. Projects already begun.	Pupils will interact with at least ten different career ideas as part of their learning. Pupils will get work experience in the sustainability sector and see how other types other business are addressing this; they will apply skills in projects at school.	Deputy Head and Careers Leader will monitor as part of careers leading.	

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Aim 6: CPD						
Targets	**Actions to be taken**	**By whom**	**By when**	**Resources needed** **Success criteria/Impact**	**Monitoring**	**RAG**
Key staff will feel knowledgeable enough to lead changes.	Site agent will engage with training by with 'Cousins' around sustainability and improving the site SLT will undertake National College training Teaching Climate Education in the Wider Primary Special Curriculum Sustainability Leadership: Implementing New DfE Guidance All staff will share bitesize improvement ideas to upskill each other in staff meetings. Eco club will create an Eco Library to share research and pupil friendly books and resources Eco Club will lead on creating a web page where families can share ideas for sustainable living.	All staff led by RT	Ongoing this year. Projects already begun.	Key staff will feel equipped to lead in this area and implement actions above	SLT as part of monitoring action plan.	