

Walton CEVC Primary School
"Every Child, Every Chance, Every Day"

Climate and Sustainability action plan

December 2025



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DfE Action areas:

1. Climate Education	<p>We will empower all young people to be global citizens, through a:</p> <ul style="list-style-type: none"> • better understanding of climate change • greater connection to nature <p>Practical opportunities to participate in activities to increase climate resilience, reduce carbon impact and enhance biodiversity will enable children and young people to translate knowledge into positive action to improve their local communities, their country and the planet.</p>
2. Green Skills and Careers	<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"> • transition to net zero • restoration of biodiversity • a sustainable future <p>We will continue to support adults already in work to retrain and reskill in line with the needs of the green economy.</p>
3. Education estate and digital infrastructure	<p>A green, sustainable education estate that is resilient to the impacts of climate change will normalise and inspire young people to live sustainable lives, with impact felt widely in their families and communities. By improving the physical environment in and around education settings, we can impact positively on both the physical and mental wellbeing of children and young people. We will act on both the challenges and opportunities the vast education estate presents.</p>
4. Operations and supply chains	<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"> • the circular economy • waste prevention • resource efficiency <p>We can inspire and instil habits that they will take into their wider communities and adult lives.</p>
5. International	<p>There is no time to lose: extreme weather events are increasing in severity and frequency, and Safe Schools: The Hidden Crisis shows that it is disrupting the education of nearly 40 million children a year worldwide. Children in the UK say they are worried about how climate change is affecting children and families in developing countries.</p> <p>Together we will provide young people and adults everywhere with the knowledge and skills needed to:</p> <ul style="list-style-type: none"> • be resilient to changing climates • take positive climate action • drive solutions

What do we do now?

	DfE Link	Actions	Responsibility
Curriculum			
	Climate education International	Climate change and sustainability threaded through curriculum.	Humanities Lead and Head teacher
	Climate education International	We use additional opportunities (such as assembly) to learn about aspects of climate change and sustainability	Headteacher Sustainability Lead
	Climate education International	Through our whole school approach, we encourage positive behaviours that support sustainability and reduce climate change	All staff
	Climate education International	Teach students about how to reduce, reuse recycle through lessons (such as PSHE), assemblies, trips, farm to field, carymore.	All staff
	Climate education	We provide additional enrichment opportunities for classes to visit locations that are directly involved with climate change action and sustainability - Carymoor	Humanities Lead/ Sustainability Lead
	Education	Better Planet Schools We have signed up for this programme – funded by Somerset County.	Sustainability lead and KS2 teachers
Waste			
	Operations and supply chains	We have a school council who monitor and support in recycling our rubbish, how we can recycle the right things, using the right bins. Start Eco Champions to take over this.	Headteacher Eco Champions
	Operations and supply chains	Clear recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled. Recycling separated and pupils and staff educated about the value of resources.	Cleaners, Headteacher
	Operations and supply chains	We encourage staff to minimise our paper use print on both sides, email where possible	Headteacher, Office staff, class teachers
	Operations and supply chains	Second hand uniform shop available to parents for free.	Headteacher, Office staff and PTA
	Operations and supply chains Education estate and digital infrastructure	Paperless communication with parents.	Office Staff
	Operations and supply chains	Composting through food waste bins daily. Soft plastics/single use recycling system in school	All staff
Food			
	Climate Education	Students are educated about the impact of food waste on the climate and are encouraged to take action in school and at home.	Science, PSHE lead, teachers
	Education estate and digital infrastructure	Food Waste is collected separately during the lunch hour to go to the main food waste bin for composting	lunch staff
	Operations and supply chains	At least 1 vegetarian option available to eat daily	Beach Catering Lunch staff
	Operations and supply chains	Forest school to learn about foraging and using nature's bounty.	TLE Staff

Air quality			
	Climate Education	Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. There is a bike rack for bikes and scooters.	Headteacher
	Education estate and digital infrastructure	The grounds are planted with a range of trees, flowers and shrubs to improve air quality.	Headteacher
	Education estate and digital infrastructure	CO2 monitors around the school show the air quality is good – this is monitored regularly and windows opened to refresh air in classrooms.	Headteacher Staff
Travel			
	Operations and supply chains	Parents/Carers of pupils in upper key stage 2 are encouraged to allow their children to be responsible for getting themselves to and from school if in walking distance.	Headteacher/office
Reducing Energy			
	Education estate and digital infrastructure	Regular reminders to staff to switch off all lights, appliances and plugs when not in use.	Sustainability Lead Eco champions
	Education estate and digital infrastructure	Energy costs are monitored monthly and concerns investigated LED lightbulbs replaced when bulbs need changing	Finance Officer and Headteacher
School site			
	Education estate and digital infrastructure	We have a school garden that encourages local wildlife, pond, trees, forest area.	All staff
	Education estate and digital infrastructure	Planting of native trees, shrubs and other plants around the school to capture more carbon with natural solutions.	Sustainability Lead, senior teacher
	Education estate and digital infrastructure	Bug hotels, bee hotels, ponds all installed to support local wildlife.	Sustainability Lead, senior teacher
	Climate Education	Students are involved in looking after our green spaces	Sustainability Lead, forest school leader
	Education estate and digital infrastructure	Composter on garden site – collecting green garden waste,	Whole school
Water			
	Climate Education	Curriculum plans include learning about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting water and to encourage creative ideas for how water can be saved at school.	Humanities and Science leads
Procurement			
	Operations and supply chains	Resources are monitored on a regular basis and only what is needed is purchased	Office staff
	Operations and supply chains	Where possible, resources are acquired from second hand sources	Headteacher

	Operations and supply chains	Purchases are made in bulk to reduce packaging and travel – carbon footprint	Office staff
	Operations and supply chains	Goods are purchased in bulk to reduce carbon footprint	Office staff
	Operations and supply chains	Exercise books are used across a 2-year period to save on further purchasing and using books through to the end.	All staff

ACTION PLAN FOR CHANGE

Action	Timescale/Deadline	Responsibility	Evaluation
Curriculum			
Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history.	Ongoing 2025-2026	Subject Leaders	
Increase integration of climate change into subjects.	Ongoing throughout 2025-2026	Subject leaders	
Further develop children's understanding of lunches that promote sustainability – vegetarian options, reduced packaging, etc.	Spring term 2026	Sustainability Lead	
Waste			
Waste collection at lunchtimes to eventually have facility to recycle all packaging.	By Summer 2026	Lunchtime supervisors	
Reduce paper usage and waste	Ongoing	All staff	
Reuse some products for art/craft projects (such as milk cartons)	Ongoing	All staff	
Food			
Encourage students and staff to bring plastic free packed lunches.	Spring 2026	Sustainability Lead	
Air quality			
Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.	By Summer 2026	Sustainability Lead	
Introduce indoor plants such as succulents and terrariums to classrooms, helping to purify air and promote health benefits/well-being	2026-2027	Sustainability Lead School Council	
Travel			
Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	Spring 2026	Sustainability Lead	
Encourage staff and pupils to change the way they travel to school to reduce emissions	Ongoing	Sustainability Lead	

Energy			
Heating controls to be used to limit timings and temperature across school.	December 2025	Headteacher	New panel to be fitted December 2025
When replacing appliances, choose based on best energy rating and cost	Ongoing	Headteacher Office	
Look into replacing switches with motion detectors	Spring 2026	Headteacher	
Create Energy Champions (Each class has a representative)	Spring 2026	Sustainability Lead	
Outdoor spaces			
Continue to develop garden and green space <ul style="list-style-type: none"> - Plant wildflower area - Composting area - Pond maintenance 	Ongoing	Sustainability Lead Senior Teacher	
Allocate a long grass/wild area	January 2026	Senior Teacher PTA	
Investigate cost for water butts, to be placed off the existing School building, water used for plants and grey water flushing.	Spring 2026	Sustainability Lead	
Water			
Promote effective water use with pupils – not leaving taps running.	Autumn 2025	Sustainability Lead	New taps installed that turn off.
Monitor taps in toilet for water use – running too long?	January - April 2026	Headteacher Caretaker	Continue to monitor
PIP form to replace old toilets for new energy saving flushable ones.	2026-2027	Headteacher	PIP with county.
Procurement			
Investigate costings for recycled paper	July 2026	Office	
Reduce milk carton packaging from regular small carton packs to larger milk cartons	By June 2026	Office	

Decarbonisation Plan (2026–2028)

YEAR 1:

- Replace remaining bulbs with LEDs.
- Upgrade heating controls and complete small insulation improvements.
- Install timers and motion sensors.
- Expand biodiversity projects (wildflower areas, tree planting, pond maintenance) in line with outdoor improvements in progress.
- Apply draught-proofing to doors and windows.
- Launch behaviour change programme (Energy Champions, reminders, thermostat discipline).

YEAR 2:

- Apply for major funding programmes (PSDS, GB Energy).
- Strengthen food and waste initiatives (composting, portion control, plant-based options).
- Monitor improvements via monthly energy and waste audits.

YEAR 3:

- Install solar panels through national or local funding (if available).
- Introduce full-building energy controls and monitoring dashboards.
- Embed long-term carbon literacy and sustainability education across curriculum.