

# Leintwardine Primary School

## Sustainability and Climate Action Plan 2025 - 2028

### Our Vision

‘At Leintwardine Endowed C of E Primary School our vision is to be kind to enable everyone to Achieve their Potential, Become Independent, Connect with the Community and Develop Resilience.’



**Sustainability Leads: Nicola Gorry and Emma Stead**

## What does sustainability mean?

The word sustainability is defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland Report, 1987). Our planet can replenish a finite number of resources – from food to water – and is only able to withstand a certain degree of global temperature rise before ecosystems are pushed beyond repair. We only have one Earth and are utterly dependent on it for our survival and wellbeing. But both people and nature are facing severe consequences if our consumption rate stays the same (that’s the energy we use, our demand for resources to feed, clothe and house us, as well as materials that we want for convenience and pure enjoyment).

Sustainability is often linked with being ‘environmentally friendly’, but this is only one factor. Sustainability is built on the three pillars of society, environment and economy, so to be truly sustainable something must achieve value for money on a whole life basis, generating benefits not only to the organisation, but also to society and the economy, while minimising damage to the environment. For example, even if something is considered good for the environment, if it’s economically inefficient (if it costs too much money or needs replacing every year) or isn’t ethical (if its factories have poor labour conditions, perhaps) then it isn’t a sustainable option.

All schools in England are now required to have a Sustainability and Climate Action Plan to ensure our future decision-making and practice is taking the three pillars into account and to encourage our children and wider community to make positive and sustainable choices that safeguard our climate for future generations. As suggested by the WWF, there are seven key areas for action to improve our school’s environmental footprint: biodiversity, energy, waste and recycling, paper and printing, water, travel and food and food waste. The following plan sets out why these areas are important and how we will aim to improve in these areas over the next three years whilst encouraging a child-led approach through our Eco Committee and Enrichment topics.

| Key area affected:   | Actions  | Ways to Implement  | Useful links  | Impact  |
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| <b>Biodiversity</b><br>The UK has lost 97% of its flower-rich meadows since 1937, causing a huge decline in important pollinators. Trees provide food for bees, butterflies and other pollinators. They’re vital in helping plants reproduce but are also a source of food for other animals. Being out in nature has mental health and wellbeing benefits, reducing feelings of stress and anxiety. Planting a sensory garden with fragrant plants like lavender and sage can provide a calming environment while benefiting pollinators. | 1 – Plant wildflowers in patches or pots with students, using seed bombs to help restore native habitat.<br>2 – Develop our Jubilee woodland area and increase diversity of hedges around school premises, to increase habitats, pollination and shade opportunities.<br>3 - Competition to design our new | 1 - Upcycling old items into planters. Ask students to bring in items they think could be upcycled, like old pallets, buckets and even wellington boots! If limited space, explore vertical planters, living walls, or wall planters.<br>2 - Woodland Trust and The Tree Council give free saplings to schools.<br>3 – Try to provide a range of habitats to cover a variety of species – think high and low, from bushes, trees and long grasses to ponds, insect houses, log piles and flowers. The RSPB offers advice on how to develop habitats for different species and the WWF Thriving with Nature guide can advise on how to make the most of natural spaces for wellbeing.<br>4 - Use empty yogurt pots or coconut shells, apples and even toilet roll tubes covered in coconut oil, or sunflower butter and rolled in seeds for bird feeders<br>5 – In Eco Garden, remove tarmac or break up concrete and restore the soil, sow some wildflowers and let the grass grow.<br>6- Litter pick by pupils regularly.<br>7- Build a bug hotel | The Big Butterfly Count (for the Butterfly Conservation)<br>Big Schools Birdwatch (for the RSPB)<br>UK Pollinator Monitoring Scheme<br>Worm Hunt (for the Soil Association)<br>Our Planet Lab<br>School Bioblitz<br>WWF Big Winter Wander<br>Sign up to Education Nature Park | <ul style="list-style-type: none"> <li>•Green space on the school, the Jubilee field and nearby are maximised and utilised across school, including those in the local area.</li> <li>•Connect pupils and staff with nature</li> <li>•Pupils love of the outdoors</li> <li>•Trips and visits that promote biodiversity</li> <li>•Knowledge and skills relating to biodiversity and</li> </ul> |

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|   | <p>Growing Garden/Messy Garden or spruce up our existing outdoor areas.</p> <p>4 - Making bird feeders can be a fun activity to engage students, as well as encouraging nature.</p> <p>5 – Rewilding our Eco-Garden – consider how this could be used as an educational tool to engage students on rewilding and restoring nature.</p> <p>6 put up the donated bird box with camera installed.</p> | <p>8- Complete an annual Bioblitz to monitor the impact of our work at the Jubilee field.</p>   |   | <p>growing/gardening is strong and progressive in pupils' both in and out of school</p>  |
| <p><b>Energy</b><br/>Burning fossil fuels to make electricity is the biggest source of carbon emissions in the UK. When fossil fuels are burnt for energy they release greenhouse gases directly causing climate change and pollution. Switching to a renewable energy supplier and reducing the amount of energy staff and students use at school can help limit our impact on the planet.</p> | <p>1 – Promote a whole school culture of energy-saving habits to reduce the amount of heating and lighting needed amongst the whole community.</p> <p>2 – Get children involved in monitoring our school energy usage to show that energy saved means more natural resources</p>   | <p>1 – Encourage pupils to take ownership by asking them to design new labels for switches around school. One label for switches that should be turned off after use and another for switches that need to stay on permanently.</p> <p><b>Sign up to Let's Go Zero.</b><br/>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p> <p>3-Continue move to switch to LED lightbulbs as old bulbs break – LED lightbulbs use around 60% less energy than standard bulbs, saving energy, carbon and money.</p> <p>4-Install automatic lighting controls which turn lights off when no one is using the room. Some of our school bathrooms already have these installed and there is more potential to save a lot of energy.</p> <p>5-Use natural ventilation as much as possible to reduce the need for heating and air conditioning. Close the blinds on hot days, open the windows in the morning to let in cold air and</p> | <p>Take part in the Energy Sparks programme, which can help pupils understand its energy use and work to reduce it.</p> <p>Use a price comparison website such as Big Clean Switch.</p> <p>Join UK schools taking on climate change. Let's Go Zero is the national campaign uniting teachers, pupils,</p> | <ul style="list-style-type: none"> <li>•Increased energy-efficiency across the whole school</li> <li>•Increased use of renewable energy sources on the school site and a commitment to this</li> <li>•There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents</li> </ul> |

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|  | <p>saved for our planet.<br/>3 - Explore 100% renewable energy sources ensure that children understand the benefit of airsource heat pumps.</p>  | <p>close them when it's hot, keep doors and windows closed when it's cold.<br/>2 - Link with maths topics to work out how much energy we currently use at school and see what happens after changes have been made.</p> <ul style="list-style-type: none"> <li>• Ask our energy provider to install a smart meter to allow easier monitoring of our energy usage.</li> <li>• Take part in Earth Hour or create a school challenge to use no-electricity for a few hours.</li> <li>• Infra-red survey to look for drafts/ cold spots?</li> </ul> <p>We could incorporate this as part of a 'footprint week' with activities, challenges and information about reducing the impact from energy consumption.</p>   | <p>parents and their schools as they all work together to be zero carbon by 2030. The campaign is also working with national government to ensure the right support is in place to help all schools reach this goal. We have signed up to this already. Schools can also join the Carbon Trusts Public Sector Network, a free public sector only forum that allows schools to share best practice as relates to sustainability in schools.</p> |   |
| <p><b>Waste and Recycling</b><br/>WRAP estimates that on average each UK primary school produces 45kg of waste per pupil each year and 22kg per secondary school pupil. With over 10 million pupils in UK schools this is more than 250,000 tonnes of waste annually. To tackle this, schools can try to reduce the use of single-use plastics, switch to reusable items and demand change from their suppliers.</p> | <p>1 - Know our waste by completing a survey of our rubbish bins.<br/>2 - Remove single-use plastic and other disposables and replace with reusables.<br/>3 - Try to avoid laminating paper as it now means that it's covered in plastic. Because of this, it can no</p> | <p>1 - Pupils could don a pair of rubber gloves and conduct waste audits to find out what the most common items being thrown away are. Get some eco-helpers to sort through the waste, record the types of items and how many you find. Multiply your sample to get a whole school estimate of the amount of waste we throw away. Once results collated, group them together – are there common items being thrown away which could be recycled?<br/>Are there any items that we could stop using as a school completely?<br/>3-Once students know their waste they can investigate sustainable alternatives – talking with school lunch team and chefs, ask the milk provider to send large bottles of milk that can be decanted and sent for recycling rather than individual bottles, raising awareness with students and families by holding assemblies and writing letters home.</p> | <p>Plastic Free July's bin audit tool</p>  | <ul style="list-style-type: none"> <li>•We significantly reduce the amount of waste produced on the school site</li> <li>•Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders</li> </ul> |

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|  | <p>longer be recycled as either paper or plastic, so can only go to landfill.</p> <p>4 - Engage our students through a class topic or support them to lead a whole school assembly on where our waste goes and the impact this has on our planet's nature and people.</p> | <p>2 – Make more sustainable options readily available such as crockery and cutlery (washable, reusable mugs rather than paper cups), stationery (reuse items such as folders and document wallets rather than throwing them away), using tap water or water fountains over bottled water etc.</p> <p>Record the changes made so we will know how many items we have saved from going into landfill or into the ocean. Monitor our progress as a whole school and make sure we keep improving each term.</p> <p>Create a “sharing is caring” school culture – provide a cupboard with reusable takeaway coffee cups and Tupperware containers for staff, and reusable water bottles for students to borrow if they don't have their own.</p> <p>3 – Only laminate items that are for long term use.</p> <p>4 – Explore the ways we can reuse and recycle as a school and community. Hold a ‘toy swap’ or ‘book swap’ day where pupils can give away their old items for free and raise money for new playground items.</p> |  |  |
| <p><b>Paper and Printing</b></p> <p>Did you know that paper and card are two of the biggest sources of waste in UK schools? It's estimated that at least a quarter of all school waste is paper! Paper and printing are necessities in most schools but it's still good to reduce their use.</p> | <p>1 - Monitor use of paper in school to reduce the volume used.</p>  | <p>1 - Try to source paper and timber from the UK and Europe to reduce the carbon miles from shipping. Where possible use sustainable source</p> <p>2-In the classroom favour scrap paper over new sheets and encourage students to use every page and space in their exercise books before they can have a new one.</p> <p>3-Set printing to double-sided and black and white as default on staff computers and printers. Encourage staff to print and photocopy efficiently to get as much as they can on one page to limit excess paper waste.</p> <p>4-Ensure each class/office has a clearly labelled paper recycling bin.</p> <p>5-Are there more eco-friendly ink options available for our printers?</p> <p>6- Do we own or lease our printers? Can we swap them for more efficient models?</p>  |  | <ul style="list-style-type: none"> <li>•Staff and Governors actively promote and embedding climate education in their existing curriculum</li> <li>•Teachers are confident in teaching about climate change and it is integral into the curriculum</li> <li>•Pupils have strong knowledge and skills relating to climate change</li> </ul> |
| <p><b>Water</b></p> <p>Did you know that only 2.5% of the water on the planet is freshwater? And because most of this is locked up in ice and snow, less than 1% of the world's</p>  | <p>1 - Use recycled rainwater to water plants instead by installing water butts in safe areas.</p>  | <p>1 - Many water companies offer substantial discounts on water butts to encourage customers to reduce water consumption, but can also find free second-hand water butts on local freecycle sites.</p> <p>2-Install flow regulators on taps and showers to reduce water wastage.</p>  |  | <ul style="list-style-type: none"> <li>•Pupil's knowledge and skills relating to climate justice increases</li> <li>•Empowering and enabling young</li> </ul>  |

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| <p>freshwater is actually available for people to use. As well as providing essential drinking water, rivers, lakes and freshwater wetlands are home to almost a quarter of the world's vertebrate species, but they are becoming increasingly more polluted, threatening many species with extinction. Global demand for water is increasing and it's thought that parts of the UK may run out of water by the year 2040. It's really important that we make sure we are carefully considering how water is used, recycling water if possible and making sure we aren't wasting any unnecessary water. Tap water has chemicals added to it to make it safe for us to drink but this can make it harmful to wildlife.</p> |  | <p>Install dual flush toilets and place water saving devices (such as hippo bags) in toilet cisterns to help reduce the volume of water needed to flush the toilet.</p> <p>3-In gardens or green spaces outside, use mulch or natural shading to protect plants during the summer, preventing the soil from drying out.</p> <p>4-Make sure water pipes are checked regularly and leaks are reported and fixed urgently – students could even become leaky tap monitors!</p> <p>5-Reduce the number of dishwasher loads each day – make sure it's completely full before use and use the 'eco' mode.</p> <p>6-Encourage staff to reuse their glasses or mugs rather than taking a new one each time? Encourage the use of reusable water bottles for staff and students. Have a set of water bottles in each classroom that students can borrow for the week if they don't have their own bottle – we could even get them branded with your school or eco-team logo and hold a design competition.</p> <p>7- Go pond dipping or get CPRE to talk about their work in saving our rivers?</p> |  | <p>people to take climate action is part of the school's culture</p>   |
| <p><b>Travel</b><br/>Transport is a huge source of carbon emissions because most of the modes of transport in the UK are powered by fossil fuels like petrol and diesel. When fossil fuels are burnt they release greenhouses gases into the atmosphere and directly contribute to climate change.</p>  | <p>1 – Encourage staff and parents to reduce the number of cars on the road (particularly at drop off and pick up times) by walking or cycling more.</p> | <p>1 – Promote a 'walk or cycle to school' week to calculate the amount of fossil fuel saved and share with children and adults.</p> <p>2-Use the local area for school trips more so classes can walk or take public transport there instead of using a coach – at least one per term for each class.</p> <p>3-Encourage families to 'car pool' so they can share lifts.</p> <ul style="list-style-type: none"> <li>- Recognise the effect emissions has on the environment through teaching across the curriculum</li> <li>- Road safety training for all children</li> <li>- Bikeability training annually for Y6</li> <li>- Use of local bus companies for travel to reduce carbon footprint and emissions.</li> </ul> <p>4- Do a "fit for life" campaign to promote the benefit of walking/ or a count your steps week</p>  | <p>Keep Britain Tidy's Count Your Carbon tool<br/>BBC Pollution levels tool - <a href="https://www.bbc.co.uk/news/science-environment-42566393">https://www.bbc.co.uk/news/science-environment-42566393</a><br/>Sign up to TfL's Travel for Life scheme<br/>Take part in the Herefordshire Healthy Schools initiative to earn awards</p> | <ul style="list-style-type: none"> <li>•Encourage journeys taken by walking, cycling and public transport</li> <li>•Create a positive culture and behaviour change around transport use</li> <li>•Walk to school weeks and initiatives increase this and less pupils are driven to school</li> </ul> |

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|  |  |  |  | <p>•Reduced carbon footprint by 15% from 2024 to 2026</p> |
| <p><b>Food and Food Waste</b><br/>An incredible one third of all food is wasted. In the UK, this adds up to 6.7m tonnes every year. Discarded food is one of the biggest creators of the greenhouse gas methane when it rots in landfill. And when we waste food, we're also wasting the energy used to grow, harvest, transport and package it.</p> | <p>1 – introduce a meat free day per week. Producing meat creates vastly more carbon dioxide than plants such as vegetables, grains and legumes so cutting down on meat and dairy in schools can have a huge positive impact on the environment.</p> | <p>1.Contact our lunch provider to ask if they could serve more plant-rich food over meat options even have 'Meat-free' Mondays as a weekly menu feature.<br/>2-Eco Committee to run an assembly to show how plant-based diets use less water, take up less space and produce fewer carbon emissions.<br/>3-They could write letters to parents and carers as well explaining the benefits.<br/>4-Students could also work with lunchtime team in school and catering staff at Lucton to plan a nutritionally balanced menu, organising food ordering to minimise food waste, even helping to prepare and cook the food, serve it to the whole school and help clear away afterwards. Could do a taste test: convenience vs home made.<br/>5- Get a dietitian in to talk about what healthy amounts of food are.<br/>6- Think about having a gardening club to promote "grow your own."<br/>7. Engage with Leintwardine Open Gardens</p> |  |   |