





# Mellor St Mary CE Primary School

*Believing, Learning and Sharing Together*



- Mellor St Mary CE Primary School Climate Action Plan created in conjunction with Lets Go Zero and Global Action.
- This is the *first draft* and will be amended on a continual basis. Reviewed by the Governing Board on : 28.02.2025
- Created by: *Mrs Carins Sustainability lead, Mrs Embley-Peers Headteacher, Mr Metcalf Sustainability Governor.*

## What do we believe?

The Church of England's vision of education Deeply Christian, Serving the common good (2026) states 'Good schools open up horizons of hope and aspiration and guide pupils into ways of fulfilling them... rooted in God's love and compassion for all people and for the whole of creation.'

As a Christian school, we encourage our children to:

- Be responsible for themselves and others,
- Respect life in all its forms,
- Look for hope in difficult times or situations,
- Be courageous to stand up for what we believe in.
- Pray for forgiveness for the things that we have done wrong.
- Love one another and the world in which we live.

Therefore, our Sustainability Climate Action Plan for 2025 (and beyond) is bound by these core values as well as our common purpose to ensure all those within our school community live life in all its fullness (John 10:10) through the promotion and protection of God's World.

## What is Climate Change?

The dictionary definition is:

*A change in global or regional acclimate patterns , in particular a change apparent from mod to late 20<sup>th</sup> Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produce they the use of fossil fuels.*

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,
- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field (DFE 2023).

## What can we do?

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy [Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#) our sustainability and climate action plan will focus on:

1. **Decarbonisation** e.g. taking action to reduce carbon emissions and becoming more energy efficient.
2. **Adaptation and Resilience** e.g. taking action to reduce the risk of flooding and overheating.
3. **Biodiversity** e.g. engaging with National Education Nature Park [Home | Education Nature Park](#)
4. **Climate Education and Green Careers** e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature'.

Ensuring our children will:

- spend time in nature and learn more about it
- become actively involved in the improvement of their local environment
- know that regular contact with green spaces can have a beneficial impact on their physical and mental health.


Climate adaptation and decarbonisation activities can provide powerful learning opportunities.

Ensuring, our children will:

- participate in the implementation of climate adaptation measures
- learn in buildings designed for net zero
- find out more about the impact of energy and water use
- See sustainability brought to life in the buildings around them, allowing them to gain experiences which will enhance and contextualise their learning.

# What have we done so far?

Extract from Mellor St Mary CE Primary School : School Improvement Plan 2024-2026

 <b>Flourishing Environments:</b> To develop a sustainable school strategy and plan. <ol style="list-style-type: none"> <li>1. <b>Decarbonisation</b></li> <li>2. <b>Adaption and resilience</b></li> <li>3. <b>Biodiversity</b></li> <li>4. <b>Climate Education and Green Careers.</b></li> </ol>						
Start date: <i>September 2024</i> Review date: <i>July 2026</i>	Key Questions	Actions	DFE Area	Research	When	Suggested Outcomes and Impact
<b>Explore (2024)</b> Define the problem we want to solve and identify appropriate programmes or practices to implement  <b>Prepare (2025)</b>	What is and do we have a sustainability plan?	<b>Explore</b> <ul style="list-style-type: none"> <li>• What is it and what is included in climate action /sustainability plan – LPDS training sustainability and climate action conference 30<sup>th</sup> September 2024</li> </ul> <b>Prepare</b> <ul style="list-style-type: none"> <li>• Establish a schools’ sustainability/ climate action lead as a new coordinating role liaising with Science, RE, PHSE ART, leads and SLT</li> </ul>	4	<b>DFE Sustainability and climate change strategy Dec 2023</b>  <b>Sustainability leadership and climate action plans in education May 2024</b>	Start Spring 25  Completed strategy Summer 25	School has a sustainability strategy which determines future actions.

<p>Create a clear implementation plan.</p> <p><b>Deliver (2025 -26)</b> Support staff, monitor progress, solve problems and adapt</p> <p><b>Sustain (2026+)</b> Plan for sustaining and scaling an intervention</p>		<ul style="list-style-type: none"> <li>• Sustainability/climate change lead to lead pupil voice sessions to find out what the children know about climate change, what they think they can do it and plan actions which they can support as part of class / whole school social action.</li> <li>• Develop Eco Warrior group remit to include <b>Big vision, Tight focus, Raw courage, Bags of love</b> mantra for climate action initiatives in school e.g. promoting a culture of sustainability, energy, water efficiency measures, identify ways to reduce carbon emissions, develop biodiversity – gardens.</li> <li>• Eco Warrior page on the monthly newsletter to inform, engage and promote collective responsibility for sustainability projects.</li> <li>• Eco Art club – using recycled materials to form large art sculptures, living art work, to raise awareness of ‘rubbish’ and its impact on local community.</li> <li>• Sign up to the Let’ Go Zero campaign to support schools in being zero carbon.</li> </ul> <p><b>Deliver</b></p>	<p>1</p>	<p><u>Climate Education Action Plan</u></p> <p>Let's Go Zero campaign (Government)</p>		
---	--	--	----------	--	--	--


		<b>Sustain</b>				
	Does our school vision promote sustainability?	<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Review current vision and mission statements with all stakeholders through a sustainable/climate change lens – does our vision encourage social action?</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Share sustainability vision across the school community and groups to that all aware of the priorities for the coming year with clear links to the 4 identified areas of sustainability:</li> <li>Decarbonisation</li> <li>Adaption and resilience</li> <li>Biodiversity</li> <li>Climate Education and Green Careers.</li> </ul> <p><b>Deliver</b></p> <p><b>Sustain</b></p>	4	<p><b>Deeply Christian Serving the Common Good (CofE Education office)</b></p> <p><a href="#">Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK</a></p>	Review Autumn 24	School vision promotes the protection of God's World.
	How do children show social justice in action and promote	<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Review whole curriculum to identify where sustainability/ climate action is visible and where it could be included within lessons.</li> </ul>	4	<p><b>Deeply Christian Serving the Common Good (CofE</b></p>	Start Spring 25	Children engage in positive actions for change.

	love and protection of God's World?	<ul style="list-style-type: none"> <li>• Subject lead to review each KS cycle to identify where 4 sustainable areas are already a point of focus.</li> <li>• Identify gaps and possible changes needed to ensure that both key stages engage in sustainable / climate action education.</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• New curriculum big questions which focus on n social action / making a difference e.g Rainforest, landfill trusts, toilet twinning, etc. introduced for each term for each key stage.</li> <li>• Sign up and engage in National Education Nature Park study, mapping school grounds and identifying areas which can be developed to support sustainable growing and planting in areas around school.</li> <li>• Redevelopment of garden beds to ensure that each class has one to grow plants/ food linked to science curriculum promoting sustainable food source and local wild life habitats.</li> <li>• Develop spaces for wildlife to thrive e.g. bug hotels, wild flower areas.</li> <li>• Develop compost areas around school including measuring food</li> </ul>	<p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p>	<p>Education office)</p> <p><a href="#">Home   Education Nature Park</a></p>		
--	-------------------------------------	--	--	--	--	--

		<p>waste from break and lunch on a weekly basis.</p> <ul style="list-style-type: none"> <li>• Sustainability lead and Eco Warriors to link to CATS (Community Action Team) to develop biodiversity within school grounds – focusing on litter picking, school gardens, planting hedgerow/ trees round boundaries.</li> <li>• Redevelopment of the pond area to support sustainability (FOSMS/ TESCO community / National Lottery community action bid for funds)</li> <li>• Develop careers fair to include ‘Green Careers using parents/ community members/local businesses who already work in this sector to promote future career pathways.</li> </ul>	2 3			
	How do children show social justice in action and promote protection of their immediate environment?	<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Continue annual whole school ‘Walk to School Week’ (May) and promotion of road safety / cycling proficiency across school as a means of reducing car emissions around school.</li> <li>• Termly ‘Walk to School’ surveys and promotion of Park and Stride for families from different areas in the village.</li> </ul> <p><b>Prepare</b></p>	1	<p><b>Living Streets' 'Walking Zones'</b></p> <p><b>Lancs LA Road Safety Travel Team</b></p>	Summer 25	The school community understands the importance of active travel around school.

		<ul style="list-style-type: none"> <li>• Create and share a map of low pollution walking routes to school A walking zone is a defined area around the school within which children and families are encouraged to walk</li> </ul> <p><b>Deliver</b> <b>Sustain</b></p>				
<b>Cost</b>		<p>£480 = Sustainability training development for lead and SLT          £0 = 6 x ½ day release for lead (2 per term) built into PPA allocation all year.          £TBC – ground work costs for gardens, forest school area re development,          Total = £500</p>				
<b>Evaluation</b>		<p>Autumn Term 2024</p> <ul style="list-style-type: none"> <li>• Basic climate action plan created with sustainability lead, Headteacher, Sustainability Governor linked to the DFE 4 action areas.</li> <li>• Eco council established and meet on a weekly basis working through Nature Park resources, mapping school grounds and identifying features.</li> <li>• Action plan includes things already in place in school – collation of good practice across the curriculum to continue in to Spring term.</li> </ul>				

## What more can we do?

 <b>Flourishing Environments:</b> <ol style="list-style-type: none"> <li>1. Decarbonisation</li> <li>2. Adaption and resilience</li> <li>3. Biodiversity</li> <li>4. Climate Education and Green Careers.</li> </ol>						
Start date: Review date:	Key Questions	Actions	DFE Area	Research	When	Suggested Outcomes and Impact
<b>Explore (2025)</b> Define the problem we want to solve and identify appropriate programmes or practices to implement  <b>Prepare (2026)</b>	How can we improve the facilities in school to encourage staff to participate in active travel?	<b>Prepare and Explore</b> <ul style="list-style-type: none"> <li>• Survey current staff travel arrangements Promote LA cycle to work scheme through LCC to encourage active travel</li> </ul> <b>Deliver</b> <ul style="list-style-type: none"> <li>• Provide secure lock up for bikes and facilities for staff to leave belongings to encourage active travel : All schools: 1 cycle space per 20 staff in a non-pupil area.</li> </ul> <b>Sustain</b>	1	<a href="#">Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK</a>	Autumn 25	Emissions around school are reduced as more staff, families, children participate in active travel.

<p>Create a clear implementation plan.  <b>Deliver (2026 -27)</b>  Support staff, monitor progress, solve problems and adapt</p> <p><b>Sustain (2027+)</b>  Plan for sustaining and scaling an intervention</p>	<p>How can we reduce our energy usage and costs?</p>	<p><b>Prepare and Explore</b></p> <ul style="list-style-type: none"> <li>Complete an energy audit including identifying hot and cold spots around school.</li> <li>Eco Warriors and Sustainability lead responsibility roles to monitor Co2 monitors around school on a weekly basis,</li> <li>All staff and pupils responsible for switching off lights, electric equipment after use – NOT STANDBY signs, posters, newsletters, class initiatives, team points.</li> <li>Monthly energy usage calculations using SIGMA (LCC energy site) to compare and reduce consumption as appropriate</li> </ul> <p><b>Deliver</b> <b>Sustain</b></p>	1	<p><b>Gov Department for Energy Security and Net Zero Climate Action Plan Decarbonisation Guidance</b></p> <p>MEEN has energy audit</p>		<p>School has reduced energy consumptions and lower greenhouse gas emissions.</p>
	<p>How can we make our building more energy efficient?</p>	<ul style="list-style-type: none"> <li>Replacement of old light fitting / bulbs with new LED energy efficient versions. (as and when needed as well as part of a planned replacement plan)</li> </ul>	1	<p><b>Gov Department for Energy Security and Net Zero</b></p>	Spring 26	<p>School is more energy efficient.</p>

		<ul style="list-style-type: none"> <li>• Refurbishment of hall ceiling / new suspended version using LED lighting to minimise heat loss and more cost effective light system.</li> <li>• Replacement / purchase new window blinds to reduce heat loss and provide sun shade when temperatures are high.</li> <li>• Replacement/ repair of current boiler(s) to more economical versions including single pump pressurisation unit.</li> <li>• Refurbishment of old toilet systems throughout school to more water efficient versions – planned refurbishment using SCA bids.</li> <li>• Working with BDE / Diocese capital funding planners explore funding to support introduction of alternative energy sources – heat pumps, solar panels etc.</li> </ul>		<b>Climate Action Plan Decarbonisation Guidance</b>		
	What action needs to be taken to	<p><b>Deliver Sustain</b></p> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• Review last drainage survey to assess to how clear they are to</li> </ul>	2		Termly	School makes adaptations to prevent

	reduce the risk of flooding or over heating?	<p>prevent water back up and flooding in school.</p> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Regular checking with the Flood Agency / Met Office to keep up to date with potential periods of severe weather.</li> <li>• The removal of rubbish/waste and tree roots on an annual basis to prevent blockages and flooding in the school grounds.</li> </ul> <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>• Site management duties reviewed to ensure that regular clearance of gutters and internal drains is completed to prevent damage to the property.</li> </ul> <p><b>Sustain</b></p>		<p>LA – Grounds maintenance contracts.</p> <p>Flood Alert Line Met Office</p>		flooding / over heating
	How do we ensure that children are aware of the importance of local climate action?	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• Introduce the importance of clean water for life – people, plants, animals through curriculum themes and subjects.</li> <li>• Make specific curriculum links to local water pollution in Geography and how to prevent this – take part in beach clean, litter cleans in local areas.</li> </ul> <p><b>Explore</b></p>	3	<p>Local water board information website</p> <p>Marine Conservation Society</p>	Summer 26	



		<b>Sustain</b>				
<b>Cost</b>						
<b>Evaluation</b>						