

Wildridings Primary School Climate Action Plan December 2025 – Three Year Plan (2025-2028)

Goal	Action	Steps	Timeline for action or expected completion date	Resources/ Responsibility	Review
Establishing your baseline	Understand the school's energy efficiency by conducting a review of energy use	*Review the Recommendations Report from your Display Energy Certificate (DEC) to understand the schools' energy efficiency	Autumn Term	*Display Energy Certificate *MD	
	Understand the school's waste by conducting a bin audit	*Conduct a bin audit *Review findings and propose recommendations to reduce or recycle waste	Autumn Term	*SL/MD	
	Develop a baseline of energy levels	*Take weekly meter readings to work out an average baseline of energy usage throughout the school.	Autumn Term	*MD *Eco Council / SL	
	Understand the curriculum by reviewing for climate change coverage.	*Review curriculum to understand where climate change/careers feature or could feature in the future.	Spring Term	*SL *Subject leaders	

Decarbonisation Key action areas: Energy and utilities Transport Purchasing Food	Prompt Questions: - What are the total carbon emissions of the education settings operations? - How efficient are the education settings buildings? - How could the education setting retrofit their estate and improve energy efficiency? - Could the education setting reduce their waste and encourage reuse and recycling? - Does the education setting adopt sustainable procurement practices? - Does the education setting have food bins or compost their food waste on site? - Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?				
	Create a decarbonisation plan for the school that includes its heating systems	*Use helpful guides to develop a plan that detail the steps needed to remove gas boilers and improve efficiency in buildings. *Speak to experts who support schools	2027/2028	*BE/DP/MD Climate-Action-Plan-Decarbonisation-1.pdf	

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		*Carry out actions set within the plan.			
	Assess buildings for draughts and leaks to reduce heating demand	*Assess building for heating loss. *Make small changes to help prevent heat loss (eg. draft excluders) *Use Energy Saving Trust for more tips	2026/2027	*MD Energy Saving Trust	
	Reduce carbon emissions in our buildings by installing reflector panels behind radiators	*Locate external wall radiators *Install reflector panels behind.	2026/2027	*MD	
	Reduce carbon emissions in our buildings by installing motion sensors so lights switch off automatically when not in use.	*Research most appropriate motion sensors for each area of the school *Hire contractors to install the motion sensors *Set lag times for motion sensors – 15 minutes for classrooms, 5 minutes or less for corridors or toilets *Train staff to use and maintain the sensors *Encourage habits of turning lights off in areas where sensors are not in use (for example, classrooms at lunchtimes)	2026/2027	*BE/DP/MD *SL/Eco Council	
	Reduce carbon emissions in our buildings by changing light bulbs to LED bulbs	*Purchase LED bulbs to replace existing bulbs as they need replacing	Ongoing from Autumn term as and when lightbulbs need replacing	*MD	
	Change behaviours of our communities by running a 'Switch Off' campaign	*Encourage students and staff to turn off lights and monitors	Spring Term	*SL/Eco Council *BE	

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		*Provide information for parents/carers in school newsletters			
Active and Sustainable Travel	Encourage active travel by providing cycle skills for students	*Organise external cycle skills lessons for students to improve their skills and safety on their bikes. *Extend to parents and carers *Extend to staff	Summer Term	Cycle Training for Everyone - Deliver Safer Training Bikeability	
	Encourage active travel by providing bike/scooter storage at the front and back of the school site.	*Locate suitable and secure space within school grounds *Install cycle storage/scooter storage for pupils to lock their bikes.	Summer Term	*MD	
	Encourage active travel by providing walking buses	*Create a walking bus to school	2026/2027	*Parents to run walking bus How to: organise a walking bus to school (globalactionplan.org.uk)	
Waste, consumption and recycling	Reduce waste by banning single use plastic water bottles	*Get school branded water bottles *Ensure access to fresh drinking water for refills	2026/2027	*DP *AC - PPG	
	Reduce waste by lowering single use plastic	*Review the school's procurement policy and identify any single use plastics that can be eliminated.	Spring Term	*DP	
	Encourage reuse by running second hand uniform event	*Run a uniform event at school for second hand uniform exchange and purchase	Spring Term	*SL/Eco Council	
	Encourage reuse by hosting swapping events	*Host a swap event where students can swap clothes, books and games *Host an unwanted holidays present swap *Donate surplus to charities	Summer Term	How To Organise A Clothes Swap 9 Easy Steps - Cariki	

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	Increase recycling by using recycled paper	*Review the school's procurement policy and ensure paper purchased is recycled	Spring Term	*DP	
	Increase recycling by improving recycling facilities in the school	*Ensure that all classrooms and outdoor areas have a recycling bin. *Ensure bins are labelled clearly and correctly. *Recruit dedicated recycling monitors to support staff and students	Spring Term	*MD *SL/Eco Council	
	Increase our school's knowledge of waste consumption and recycling by visiting reuse and recycling centre	*Contact Bracknell Forest about visiting a recycling centre *Take pupils on a trip *Run a lesson afterwards to reflect/share what pupils learned	Summer Term	*SL	
	Children monitor the amount of photocopying that is being done	*Children to take regular readings linked to the usage of the photocopier *Children to share levels with staff	Spring Term	*SL/Eco Council *DP	
Food	Include sustainability standards in school food policy or contract	*Talk with kitchen staff and catering company *Review school food contract	Autumn Term	*SL *Denise Saunders (Dolce Representative)	
	Reduce food waste by composting food waste at school	*Get a compost bin *Use the compost for the school gardens	Spring Term	*MD *Kitchen staff *Lunchtime supervisors	
	Promote plants and reduce meat consumption by having a 'Plant Power' day.	*Have a 'Plant Power' or meat free day in the kitchen *Teach about the benefits of reduced meat and more plants in your diet *Teach how to make nutritious and tasty vegetarian meals	2026/2027	*Kitchen staff *Dolce *Class teachers	

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	Improve energy efficiency of school by assessing kitchen energy use	*Talk with kitchen staff/catering company *Review efficacy of school kitchen	2026/2027	*Kitchen staff *Dolce *MD	
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Adaptation and Resilience	<p>Prompt Questions:</p> <ul style="list-style-type: none"> - Has the education setting undertaken an assessment of climate and weather risks? - Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds? - What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred? - Who are the important people in the setting with responsibilities for preparing for and responding to these events? - Does the setting have any vulnerable staff or students that could be at greater risk? - Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment? - Does the education setting have any existing plans for action in the event of a heat wave or flood? - Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change? 				
	Assess our school's risk and vulnerability to climate change	*Use tools to assess our climate risk *Vulnerability analysis to identify the most at-risk areas of the school, such as aging infrastructure or vulnerable student populations	Summer Term	*BE/DP/MD LCAT: Local Climate Adaptation Tool Mapping tool page Climate Just	
	Develop emergency response plans to build resilience in the school.	*Establish protocols for rapid recovery after climate events *Ensure we are proactively planning to mitigate risk for vulnerable staff and students; including those with pre existing health vulnerabilities and social vulnerabilities	2026/2027	Emergency planning and response for education, childcare, and children's social care settings - GOV.UK (www.gov.uk) LCAT: Local Climate Adaptation Tool	

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	Adjust school hours for periods of extreme weather	*Have a policy in place for adjusting hours during periods of extreme weather	Summer Term	Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub (blog.gov.uk)	
	Monitor heat in classrooms	*Install classroom heat sensors *Train staff to be able to use them and to identify when dangerous heat levels are reached *React to levels with appropriate policy and procedure	Summer Term	*All class teachers	
	Create policy to relax dress code in periods of hot weather	*Encourage pupils to wear loose, light-coloured clothing *Sunhats *Sun tan lotion *Teachers to encourage children to remove jumpers etc.	Summer Term	Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub (blog.gov.uk)	
	Increase our school's knowledge of resilience and adaptation by raising awareness and educating	*Integrate climate education into the curriculum	Spring Term	*Class teachers *Subject leaders	
	Increase our school's knowledge of resilience and adaptation by promoting water conservation practises	*Run a campaign with the school which could include posters or newsletters about not wasting water.	Spring Term	*SL/Eco Council	
	Prepare our school for the physical impacts of overheating from climate change by	*Choose an option for type of ventilation and cooling: - Natural ventilation - Cool roofs - Shading through tree planting - Insulation	2027/2028	*BE/DP/MD	

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	installing ventilation and cooling	*Train staff on how to use them and maintain them			
	Prepare our school for the physical impacts of climate change by installing water efficient fixtures	*Conduct a review/audit of water fixtures *Identify possible areas of efficiency *Measures: - low-flush taps - dual flush toilets - rainwater harvesting *Install fixtures *Train staff on how to use and maintain them.	2027/2028	*MD	

Biodiversity	Prompt Questions: - Has the education setting mapped and recorded biodiversity on their campus? - Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity? - Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity? - Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?				
	Increase our school's knowledge of biodiversity by joining an online biodiversity network.	*Sign up to Education Nature Park for more resources	Autumn Term	*SL Home Education Nature Park	
	Increase our school's knowledge of biodiversity by running a Gardening Club.	*Locate an area to garden *Advertise amongst pupils *Grow plants and get children involved in the maintenance/harvest	Summer Term	*CB/RC?	
	Increase biodiversity on school property by rewilding areas of school's grounds	*Select an area of the school ground suitable for rewilding *Decide what type of rewilding (wildflower field, pond, insect hotels etc) *Buy native plants and stop using chemicals/pesticides *Let the area grow	2026/2027	*SL/MD	

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		*Educate students/staff on their maintenance			
	Increase biodiversity on school property by growing food at your school	*Locate area to grow food *Advertise amongst pupils *Grow food and get students/staff/parents involved in harvest/maintenance *Distribute food or use in the kitchen or for cooking lessons.	2026/2027	*SL/MD	

Climate Education and Green Skills	Prompt Questions: - In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages? - How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources? - Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme? - Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities? - What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?				
	Share with staff and students what climate change action we are taking by promoting successes and achievements	*Assemblies *Newsletters *Get students involved (Eg. with planting or maintaining) *Eco Council to share ideas with their classes	Ongoing from Autumn Term as appropriate/ relevant	*BE/SL *Eco Council	
	Increase our school's knowledge of climate change initiatives by joining a climate change network	*Research networks and decide which is the best for us to keep up to date with the latest information and opportunities *Sign up to the network *Start engaging with network and attend meetings, read newsletters etc.	Autumn Term	*SL	

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	Increase our school's knowledge of climate change by running a student led climate project	<ul style="list-style-type: none"> *Empower students to come up with their own climate change initiative STEM project *Work with students to develop project proposals and plans using available resources *Conduct project *Recognise and celebrate students' achievements 	Summer Term	<ul style="list-style-type: none"> *SL *Eco Council/Year 6 	
	Embed sustainability and climate education in the wider curriculum by incorporating it in more lessons	<ul style="list-style-type: none"> *Encourage Subject Leaders to see the benefit to their subjects *Use resources with information on how to imbed it *Embed climate change in lessons *Review impact 	Spring/Summer Term	<ul style="list-style-type: none"> *SL/Subject leaders Teaching for sustainable futures UCL Institute of Education 	
	Embed sustainability and climate education in the wider curriculum by inviting external speakers to come into school	<ul style="list-style-type: none"> *Arrange for external speakers to come into school to run workshops/talks 	2026/2027	<ul style="list-style-type: none"> *SL 	
	Embed sustainability and climate education in the wider curriculum by teaching climate change beyond limitations of a classroom	<ul style="list-style-type: none"> *Use resources to find ways to learn outside the classroom *Take part in events organised by external companies (eg. Englemere House) 	Summer Term	<ul style="list-style-type: none"> *SL *Class teachers 	