



Sustainability and Climate Change Action Plan

Stoke Park Infant School is committed in educating our pupils about environmental concerns and the importance of living sustainably.

Our vision is:

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

Our Aims are:

- To ensure everyone stays healthy and safe.
- To ensure everyone feels valued and has a sense of belonging.
- To provide a high quality learning environment.
- To help everyone enjoy learning and achieve their best.
- To nurture and develop the whole child.
- To ensure everyone makes a positive contribution to the school and wider community.

Through our curriculum and additional provision, children explore not just their role in helping the environment but in how they can shape their community and the world they will grow up in. Kindness and Respect are key values at our school and by developing our Sustainability and Climate Change strategy, we support the children to develop their value of Respect beyond the school environment. This includes a wider sense of their school, local and moving forward global understanding of the contribution and difference they can make in protecting our world.

Our climate change team consists of:

- **Sustainability and Climate Change Lead** – Headteacher
- **Site Manager** – lead on recycling and energy efficiency
- **Well-being Lead** – supporting all children with their emotional and mental health through a nurturing approach for caring for our allotment and growing their understanding of seasonality and food miles
- **Teaching, Learning and Assessment Lead** – working with all subject leaders to ensure clear links are made within their curriculum subjects with climate change and sustainability
- **Science Lead** – clear links made within the science curriculum with growing an understanding of the nature world
- **Geography Lead** – clear links made within the geography curriculum to ensure the children have a growing understanding of the impact we are having on our climate
- **PSHE Lead** – pupil voice, sustainability and citizenship
- **Site Manager** – maintaining our outdoor environment and working closely with SAO with regards recycling and energy efficiency
- **Governors** – to work with our Eco Group and EARA groups to grow their understanding of their role and the difference they can make in supporting the school in making decisions.
- **Eco Warriors** – working alongside the Eco Lead with regards recycling and energy efficiencies
- **Happiness Heroes** – through the MyHappyMind programme supporting children with their emotional and mental health. The importance of learning outdoors in supporting mental health

Please see the DfE Sustainability and Climate Change: a strategy for the education and children's services systems: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

Stoke Park Infant School commit to continue with the following actions:

Action Area 1: Decarbonisation						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Continue to minimise our paper use	<ul style="list-style-type: none"> • Use store details so printing sits in your log in (set up by Drift) • Photocopier to default to print to both sides (set up by Drift) • Reminders to only print when necessary (<ul style="list-style-type: none"> • Reduction in paper use • Reduction in colour printing • Log of printer ink and toner shows reduction in use and cost 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Paper • Ink and toner • Difference in cost between black and white and colour 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Clear recycling systems in place	<ul style="list-style-type: none"> • Clear expectations and signage on what can be recycled • Separate bins for recycling and clearly labelled (led by Suez) • Recycling separated and pupils and staff educated about the value of resources (all) 	<ul style="list-style-type: none"> • All recycling items separated and correct bins used 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Different bins – in school and main bins to suit the waste 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by SM to promote recycling and monitor • Assembly in Spring 2026 to support this
Reuse uniform to cut down waste	<ul style="list-style-type: none"> • Pre-loved uniform available for all parents and promoted at different events, including new Year R events (SPIA) • Clothes bank used regularly by staff and parents (all) – promotion of this 	<ul style="list-style-type: none"> • Parents supported in re-using uniform • Use of clothing bin to reuse items 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Uniform reused, so no cost 	<ul style="list-style-type: none"> • Use of Bags to School to support this 	<ul style="list-style-type: none"> • SPIA team to support this and maintain
Paperless communication with parents	<ul style="list-style-type: none"> • Use of Arbor, Class Dojo, social media and website to communicate with parents in a range of different ways 	<ul style="list-style-type: none"> • Reduce the amount of printing and ink use by going paperless 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Paper • Ink and toner • Difference in cost between black and white and colour • However want to reduce this cost over time 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Use Microsoft Outlook apps to further support as means of communication
Use of shared dashboard to reduce the amount of information on network drives	<ul style="list-style-type: none"> • Ensure that the dashboard is used when working off site – shared drives (maintained by Drift) 	<ul style="list-style-type: none"> • Management system used instead of being cloud based 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Drift IT contract and support for all aspects of IT 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Increase the number of children walking to school	<ul style="list-style-type: none"> • School travel policy in place and outlines safe school travel • Bike racks and scooter pods provided to support cycling/scooting to school • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) 	<ul style="list-style-type: none"> • Increase number of families walking to and from school 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot 					
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Action Area 2: Biodiversity						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
Composting on site for staff and pupils food waste	<ul style="list-style-type: none"> • Food waste separated by the children at lunchtime, supported by the kitchen team (all staff support but led by kitchen team) • Snack waste separated by the children at other times, supported by the staff (all) • Use of composting for some food waste i.e snack waste such as fruit (all) • Weekly food waste collections from Suez for recycling externally 	<ul style="list-style-type: none"> • Food waste is composted and this breaks down and reused 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Charge to the school from Suez for waste collection 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by SM to promote recycling and composting and monitor • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
Regular litter picks completed around school site	<ul style="list-style-type: none"> • Site Manager to complete regular litter picks • Children to litter pick outside their classes • Raise awareness with the children about putting litter in the bin (all) • Continue the Golden Broom and the Golden Brush award 	<ul style="list-style-type: none"> • School is safe, tidy and maintained • Classes and individual children are recognised for their efforts 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Broom/brush 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Action Area 3: Adaptation and resilience inc water use						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Conserve water consumption and reuse, where possible 	<ul style="list-style-type: none"> Water butts used around the school site to collect grey water which is then used to water allotments and plants Well-being and Life Skills lead to work with the children in collecting water from the water butts and model using this to water the plants in the allotment Complete weekly water meter reading to ensure that consumption is line with predictions and report any over usage as soon as possible so any damages are fixed and therefore does not impact negatively on the school budget (site manager Monthly water meter readings sent to HCC energy team for accurate billing (Admin Team) 	<ul style="list-style-type: none"> Waste water used to water allotments and plants enabling them to grow and thrive Water bills are in line with estimates 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> Replace water butts as and when needed Any damages are fixed quickly 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Well-being Lead to work with all children to promote using the water in the water butts

Action Area 4: Climate education and green careers goals/outdoor space						
Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Continue with a whole school approach which incorporates climate change into the curriculum and school life 	<ul style="list-style-type: none"> Subject leads, especially geography, science and PSHE leads, to audit long term maps and make clear links with climate change and sustainability English writing lead to audit current text drivers to include some texts around climate change Library lead ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with SLS if there are gaps and ensure they become part of the allocation when books are updated 	<ul style="list-style-type: none"> School library has a range of fiction and non-fiction books which focus on sustainability and climate change Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children Long term maps and medium term plans make clear links to the themes Evidence on Seesaw and in books which show learning 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> Continue to develop the curriculum 	<ul style="list-style-type: none"> All staff trained with Hampshire Outdoors to support bespoke outdoor learning (Headteacher) 	<ul style="list-style-type: none"> Outdoor learning is evidenced on Dojo and shared with parents 	<ul style="list-style-type: none"> Started Sept 2024 and continue 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Grant funding accessed, where possible to 	<ul style="list-style-type: none"> N/A

<p>plan to teach children about the natural world, nature in their local area, for example habitats, weather patterns, flora and fauna</p> <ul style="list-style-type: none"> • Use the outdoor learning opportunities to support mental health and well-being • Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact 	<ul style="list-style-type: none"> • Planned bespoke Outdoor learning once a week and learning shared with staff as good practice monthly (teachers and SLT) • Learning shared on Dojo and/or in the newsletter of outdoor learning • Seize opportunities to sources additional opportunities to promote outdoor • Share the Trailblazer half termly newsletter to support the planning of outdoor learning (Headteacher) • support children with Social, Emotional and Mental Health needs as part of their palette of provision • Grounds day to support maintenance of outdoor spaces and allotment areas/wild areas to attract wildlife/bees/butterflies • Maintain the pond area so children can learn about wildlife through their science curriculum and outdoor learning • 	<ul style="list-style-type: none"> • Children can articulate their learning around the natural world with confidence • An increase of the use of positive learning behaviours being used as children's well-being is supported • Outdoor learning space, including the pond and outdoor classroom are utilised to support knowledge and skills linked to key curriculum areas • The allotment has been developed and has a cycle of planting, growing and then harvesting • Children have planned opportunities to cook using ingredients they have grown 			further develop the outside space	
<ul style="list-style-type: none"> • Food waste at lunchtime is reduced over time 	<ul style="list-style-type: none"> • Lunchtimes are monitored and reviewed regularly to reduce queuing time and to ensure there is enough time for the children to eat and time for play so this limits what they are disposing of • All staff members in the hall are encouraging children to eat as much as possible. A member of staff is manning the waste station and before things are thrown away, they are encouraged to eat more. • Waste station is monitored so that waste is disposed of appropriately (identified member of staff) • Weekly food waste collection by Suez 	<ul style="list-style-type: none"> • Food waste is composted and this breaks down • Different categories of waste is disposed of in the appropriate bin 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Waste collection charge by Suez 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by SM to promote recycling and composting and monitor • New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
<ul style="list-style-type: none"> • Meals are pre-ordered to reduce food waste 	<ul style="list-style-type: none"> • Meals are managed by the kitchen team in a way that some items are self-selected in advance and some items are self-selected during service ensuring they are choosing 	<ul style="list-style-type: none"> • Reduction of waste over time • Food waste is composted and this breaks down 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • Food waste bins • Charge from Suez for waste collection 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Introduction of Eco Warriors supported by SM to promote recycling and composting and monitor

	<ul style="list-style-type: none"> what they want to eat, alongside reducing wastage of over cooking through pre-orders Weekly food waste collections from Suez for recycling externally 	<ul style="list-style-type: none"> Different categories of waste is disposed of in the appropriate bin 				<ul style="list-style-type: none"> New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
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Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Reduce the number of cars in and around the site 	<ul style="list-style-type: none"> Bikeability training offered to all Year R children (PE Lead) (<i>this also links to decarbonisation</i>) School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and shared with parents and on website (<i>links to air quality</i>) Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot 	<ul style="list-style-type: none"> Increase of children using a bike/scooter to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Reduce the number of cars in and around the site to improve the air quality in the school community 	<ul style="list-style-type: none"> Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school and this regularly promoted through social media and the school newsletter Bike racks and scooter pods offer a space to park bikes and scooters within the grounds School Travel policy updated annually to reflect the use of bikes and scooters on site (Headteacher) and this promoted and 	<ul style="list-style-type: none"> Increase of children using a bike/scooter to travel all the way/part of the way to school reducing the number of cars around the school site and improving the air quality 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Hampshire Travel Team – My Journey https://myjourneyhampshire.com/media/4355/mj-back-to-school-booklet-2024_25.pdf

	<p>shared with parents and on website (<i>links to air quality</i>)</p> <ul style="list-style-type: none"> • Walk to School week annually and Walktober promoted and celebrated with the children (Admin team and PSHE lead) • School start and end times planned with feeder junior school to ensure safe and sufficient time to move between sites on foot 					
<ul style="list-style-type: none"> • Maintain the outdoor learning environment to encourage local wildlife 	<ul style="list-style-type: none"> • Within the grounds, there are trees, flowers and shrubs to improve the air quality (<i>links to biodiversity</i>) and continue to plant trees, plants and shrubs which would encourage local wildlife 	<ul style="list-style-type: none"> • Continuing to increase the number of plants/trees and shrubs outside promotes wildlife into the grounds and this is reflected in outdoor learning curriculum and what is shared on Seesaw 	<ul style="list-style-type: none"> • Continue as this has already started 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Action Area 7: Waste, consumption and recycling inc reducing energy

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> • Reduce energy consumption and become more energy efficient (<i>links to decarbonisation</i>) 	<ul style="list-style-type: none"> • New energy efficient boilers were installed by HCC in 2021 • Doors and windows replaced in 2022 • Final lights upgraded to LED 2024/2025 • Regular reminders through staff briefings and emails the importance of switching off lights, appliances and plugs when not in use (led by Site Manager and Eco Lead) • At the end of each half term all plugs switched off as a way of saving energy (led by SAO) • Energy costs monitored monthly (Headteacher as part of monthly budget monitoring) and any concerns investigated to ensure reduction in energy (SBM) • Regular reminders for windows and doors to be kept closed when the heating is on to maximise efficiency of insulation and warmth • Use and refer regularly to Energy Savings guide (SAO) as a way of monitoring efficiencies • Heating monitored so the school is of an required temperature and heating 	<ul style="list-style-type: none"> • Energy consumption is reduced and this is reflected in energy savings and efficiencies shared with governors as part of budget monitoring • 	<ul style="list-style-type: none"> • Continue as already started 	<ul style="list-style-type: none"> • HCC grants 	<ul style="list-style-type: none"> • Source any funding available as and when needed or opportunities to apply for 	

	<ul style="list-style-type: none"> temperature reduced or turned off if too warm to reduce heating usage Heating controls to limit timings and temperature across the school Heating turned off at key points in the year to reduce energy consumption 					
<ul style="list-style-type: none"> Continue to develop a mindset around resource purchasing to limit wastage (<i>links to decarbonisation</i>) 	<ul style="list-style-type: none"> Only those resources which need to be purchased ordered following an audit of current resources (all staff) Continue to raise during briefing about only ordering what you need and to check resources before orders are submitted (SBM) Encourage a mindset of re-using items, where possible (all staff) Continue to teach the children about wastage and using resources sparingly (all staff) Consideration given to travel emissions in the supply chain and, where possible, use local suppliers (SASO) 	<ul style="list-style-type: none"> Resources ordering shows a reduction in ordering, where needed and reflects within the school budget 	<ul style="list-style-type: none"> Continue as already started 	<ul style="list-style-type: none"> Budget lines for ordering reflect that we are ordering on a needs basis and not a wants basis 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Benchmarking tool to compare budgeting with other schools https://www.gov.uk/guidance/benchmark-your-schools-financial-data

Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Funding opportunities	Tools, resources and opportunities
<ul style="list-style-type: none"> Kitchen team have a commitment to reduce food waste and single use plastics 	<ul style="list-style-type: none"> Specific food waste bins in action and kitchen team and staff support the children with their use Compost food waste from classrooms Weekly food waste collections from Suez for recycling externally 	<ul style="list-style-type: none"> Food waste is reduced over time Key representative/Eco Warriors (when introduced) take food waste to the compost bin daily 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> Bins purchased at a cost to the school Waste collection by Suez charges 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Introduction of Eco Warriors supported by SAO and Eco Warriors support the kitchen team with monitoring the food waste New corporate waste legislation starts April 2025 where employees must separate out dry mixed recycling and food waste to be collected
<ul style="list-style-type: none"> Vegetarian options are promoted and part of the daily menu each day. 	<ul style="list-style-type: none"> Eat them to defeat them initiative to encourage eating vegetables (all staff but led by DT lead) Monitor vegetarian options being chosen (office team) 	<ul style="list-style-type: none"> 3 week menu designed by Hampshire Education Caterers who are committed to full traceability to every meal they plan and have a commitment to sustainability to source ingredients from local or regional suppliers 	<ul style="list-style-type: none"> Continue as this has already started 	<ul style="list-style-type: none"> Chartwells school meal cost per child £2.75 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> https://www.hants.gov.uk/educationandlearning/education-catering to look at their commitment to sustainability and farm to fork