



Climate Action Plan, autumn 2025

What has already been achieved

| Action | Benefit |
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| Requested an energy and buildings audit by specialist. | Identify areas to focus on decarbonising. |
| Replace lighting throughout school building with LEDs. | Significant reduction in carbon emissions. |
| Roles of responsibility are in place in each class; one of these includes ensuring that electricity is not wasted as lights are turned off in empty rooms. | Enable children to lead on sustainability. |
| Audited curriculum for sustainable themes. | Understand how sustainability is covered across year groups and raise awareness of areas to expand into. |
| Established free second-hand uniform available through the PTA | Reduce clothing waste; reusing uses less energy than recycling. Increase awareness of sustainability and carbon literacy. |
| Established a pre-loved annual book sale to coincide with World Book Day | Develop a love of books, reduce waste, encourage book sharing. Reusing uses less energy than recycling |
| Y6 pupils are responsible for sorting and returning lost property | Reduce clothing waste; reusing uses less energy than recycling |
| Trees have been planted taking into consideration their impact. | Succession planning developing further areas of |



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| | shade for when old trees reach the end of their lives/ ash trees succumb to Ash die-back. Willow has been planted in an area that frequently floods, |
| Ongoing whole-school 'Walk to school' week and the 'Walk and Wheel' to school initiative. | Reduce transport emissions, promote active travel and more children engaging with active travel to school. |
| Cycling to school is encouraged and pupils take part in cycling awareness training | Reduce transport emissions through increase in children cycling to school. |
| EYFS active in promoting a hedgehog charity and raising awareness of hedgehog conservation | Increase biodiversity and knowledge about this. |
| Visited Island Pond Wood (local nature area) with an ecologist. Designed Bug Hotels as part of a competition for a Bug Hotel to be commissioned and built in the wood. Visited the Natural History Museum to learn about Arthropods. | Increase biodiversity and knowledge about this. Develop an understanding that the largest and most important group of animals are the smallest. Learning to value small creatures, including insects, as essential pollinators for many food crops and as having a role in the food chains of many other animals. |
| In Y3 and Y4 children learn about climate change in Geography (relating to polar regions in particular). Y5 and Y6 visit Ardley energy recovery facility and learn that resources are finite. | Support children in climate knowledge and action. Pupils get to see waste disposal and energy recovery in action |
| Annual plant sale to sell plants grown by the children | Promoting growing plants to provide food for both humans and pollinating insects as well as supporting the charity The Bumblebee Conservation Trust |
| Wednesday Welly Walk. This is to encourage children to look out for signs of nature | To raise awareness of the importance of our |



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| throughout the seasons, around and near to the school. | natural environment |
| We have separate bins in classrooms to separate recyclable and non -recyclable materials in the classroom. Catering food waste has its own bin now. We have changed the wheelie bin provider to ensure that this is reflected in the destination of the rubbish after collection. | Increased recycling and reduced reliance on landfill; encourage responsibility in children to minimise landfill. |
| Three classes of children have successively engaged in planting and maintaining a flowerbed for pollinators | Impact of pollinator bed has been measured by bumblebee monitoring, observation of other insects and seed collecting for successional sowing. |
| Establish sustainability leadership in school. | Ensure delivery of this plan. |

| Overarching sustainability actions | | | | | | |
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| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
| Share/promote CAP with stakeholders | Establish sustainability action plan for school | Head; Lead teacher for sustainability | Autumn 2025 | | Ensure governors, children, staff and parents are aware of the plan. | |
| Sustainability added to web site - <u>curriculum</u> and <u>CAP</u> . | Inform community about actions | | Autumn 2025 | | Ensure governors, children, staff and parents are aware of the plan. | |



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| | and commitment to sustainability. | | | | | |
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| Sustainability training for staff. | Increase awareness of sustainability and carbon literacy. | | Autumn 2025 | | Reduce energy consumption and drive sustainable behaviours. | |
| Decarbonisation | | | | | | |
| <i>Our Vision: Reduce carbon footprint from the initial calculation</i> | | | | | | |
| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
| Measure carbon footprint. | Establish a baseline to measure emissions against. | | | Support from ACES | Establish a baseline to measure emissions against. | |
| LED lighting: review cost impact of replacing small number of non-LED lights with LED lights in all buildings | | Finance officer | Start date: underway Review Date: spring 2026 | | Reduce energy consumption; gather the baseline figure. | |
| Re-run carbon footprint for next year. | | Finance officer | | | See progress on carbon emissions | |



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| Continue with whole-school 'Walk to school' week and the 'Walk and Wheel' to school initiative to reduce transport emissions, promote active travel and more children engaging with active travel to school. | | PE Lead | Start date: Underway Review Date: summer 2026 | | Increase active travel to reduce transport emissions | |
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Adaptation and Resilience

Our Vision Make the estate and people more resilient to climate change

| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
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| Reduce water usage and flood risk by installing a water butt below canopy. | | HT | Start date: Aug 2025 Review Date: Summer 2026 | Useful links: Catching every raindrop | Reduced water usage and flood risk | |

Biodiversity

Our Vision Make the school grounds more supportive of wildlife.

| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
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| Promote the existence of the forest as a nature area. Build 'respect for nature' into discussions about play. | | Class teachers | Start date: Summer 2025 Review Date: summer 2026 | Useful links: | | |
| Ensure the ongoing success of the pollinator bed | | | ongoing | Bumblebee Conservation Trust website | | |
| Increase natural habitats in school ground e.g. Develop mini meadow (in triangle between trees at edge of playing field) | | Gardening Club | Start date: Spring 2024 ongoing Review Date: | Useful links: Bumblebee Conservation Trust website | | |
| Climate Education and Green Skills | | | | | | |
| <p>Our Vision (how can you prepare students for a world impacted by climate change through education & practice?):</p> <p>Ensure students and teachers are carbon literate and knowledgeable about their role in creating a sustainable future.</p> | | | | | | |
| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |



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| Ed visit planned for Newbury Rainforest to learn about climate change and its impact (spring 2026) | | Ed Visit Lead | Spring 2026 | | | |
| Additional compost bins will be added to the school grounds to model to pupils how green waste can be turned into compost and how small actions have a collective impact. | | Gardening Club | Spring 2026 | | | |
| Each year group grows a different crop which they then harvest and use to prepare as food to eat, showing how small actions have a collective impact in reducing food miles. | | Class teachers | Spring 2026 | | | |
| Plan and deliver teacher CPD to build confidence in climate issues and embed in curriculum. | | HT and sustainability lead | Start date: Autumn 2025 Review Date: summer 2026 | Useful links: | | |
| Educate/communicate to children on conserving resources, with an emphasis on water, heat and electricity with signage/in assembly | | Head Class teachers TAs | Start date: Autumn 2025 Review Date: Autumn 2026 | Useful links: | | |