

Climate action Plan

Creating an effective climate action plan for a primary school such as Britannia CP School necessitates a comprehensive and thoughtful approach. The plan must align with the school's vision of "Together we Raise the Future," while concurrently addressing the pressing matter of environmental sustainability.

The first component of the plan should involve engaging the entire school community, fostering a shared understanding of climate issues and the importance of sustainable practices. This could include workshops and awareness campaigns tailored to the diverse needs of pupils, ensuring inclusivity and accessibility.

Moreover, integrating climate education into the curriculum will empower students to comprehend their role in environmental stewardship. Initiatives such as eco-clubs or gardening projects can provide hands-on experiences that resonate with pupils of varying abilities.

Finally, establishing measurable targets and regularly reviewing progress will promote accountability and continuous improvement. By embedding these elements within the climate action plan, Britannia CP School can cultivate a culture of sustainability that is responsive to the unique needs of its pupils, while remaining true to its fundamental values.



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Decarbonisation

Our Vision (how can you reduce emissions and support students to be part of the transition to net zero?):

In the pursuit of decarbonisation, it is essential that educational institutions play an active role in nurturing an environmentally conscious and responsible generation. Our vision at Britannia Community Primary School encompasses not only reducing carbon emissions through our own practices, but also empowering students to contribute to the wider transition towards net zero.

To achieve this, the school will implement a range of initiatives designed to reduce our carbon footprint. These include enhancing energy efficiency within the school building, maintaining and maximising the use of our renewable energy sources such as solar panels, and promoting sustainable transport options, including walking, cycling and the use of public transport where possible. In addition, sustainability will be embedded across the curriculum to ensure that students develop a comprehensive understanding of climate issues and practical, real-world solutions.

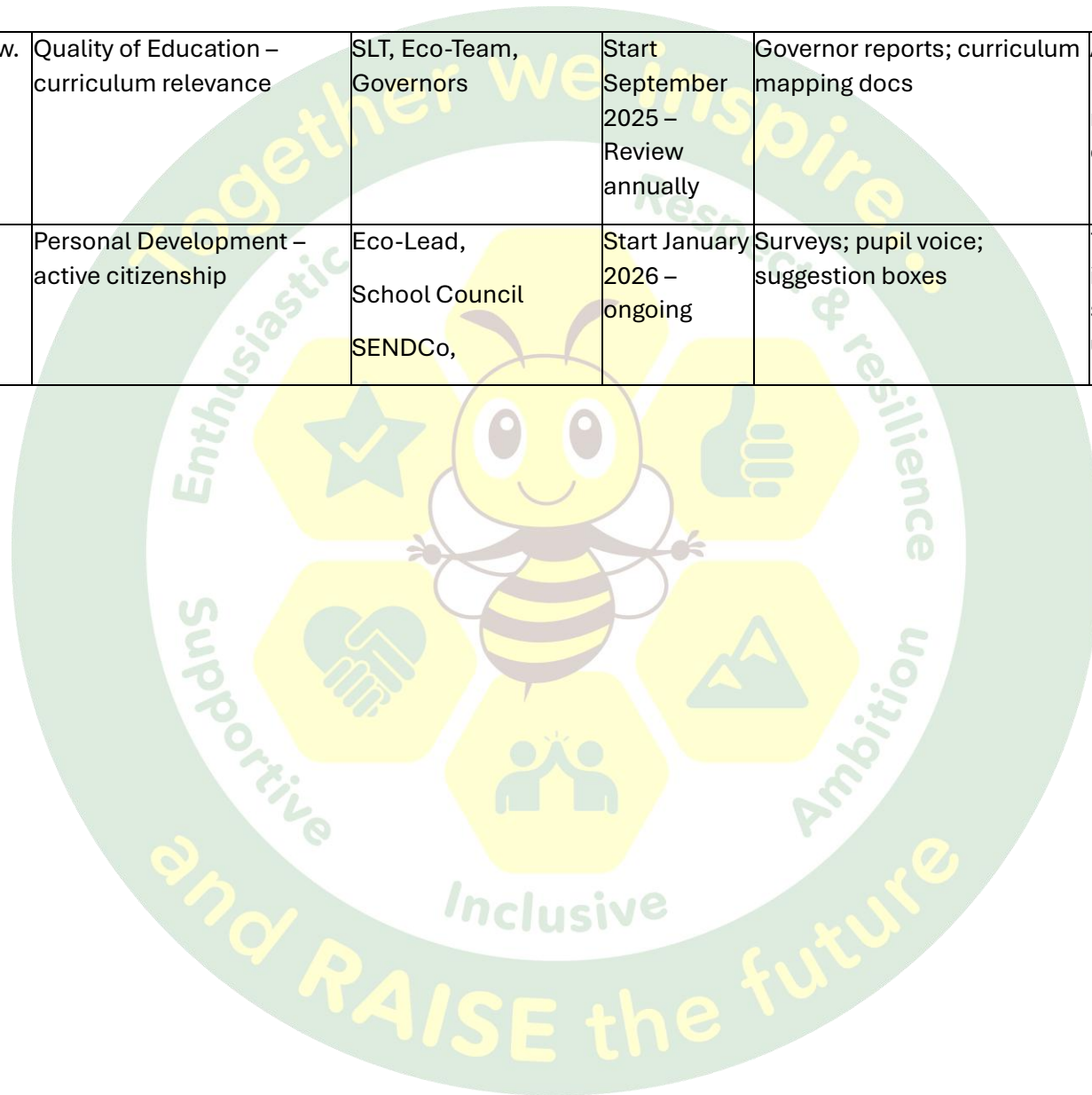
Student participation will be further supported through programmes that encourage engagement in environmental projects, such as tree planting, habitat restoration and local clean-up campaigns. By fostering a culture of sustainability, we will enable pupils to develop critical thinking skills, collaborative problem-solving abilities and a strong sense of responsibility towards the planet.

Ultimately, our vision is to cultivate informed, proactive individuals who advocate for climate action and contribute meaningfully to emission reduction within their communities. Through collective effort, Britannia Community Primary School will play a vital role in driving progress towards a more sustainable and resilient future.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
Set measurable indicators to track progress towards climate goals (energy, waste).	Leadership & Management – monitoring impact.	Headteacher, Eco Lead SBM	Start Sept 2025 – Review termly	Energy monitoring systems; utility bills; waste audit tools	5% annual energy reduction; 10% recycling increase	

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Annual Climate Action Plan review.	Quality of Education – curriculum relevance	SLT, Eco-Team, Governors	Start September 2025 – Review annually	Governor reports; curriculum mapping docs	Annual updated Plan with measurable objectives	
Gather stakeholder feedback (pupils, staff, families).	Personal Development – active citizenship	Eco-Lead, School Council SENDCo,	Start January 2026 – ongoing	Surveys; pupil voice; suggestion boxes	70% report improved sustainability understanding	



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Adaptation and Resilience

Our Vision (how can you adapt your buildings and systems to prepare for the effects of climate change?):

In the face of accelerating climate change, it is imperative for Britannia Community Primary School to adopt a forward-thinking vision centred on adaptation, resilience and long-term sustainability. This requires a multifaceted approach that focuses on modifying our buildings, systems and practices to mitigate the adverse impacts of a changing climate.

A key priority is ensuring that the school's physical infrastructure is able to withstand extreme weather events such as flooding and heatwaves. Measures may include improving drainage systems to reduce flood risk, incorporating green roofs and permeable surfaces to manage rainwater effectively, and utilising sustainable building materials that are both durable and energy efficient. The continued development and potential use of solar panels will further reduce our carbon footprint, enhance energy security and support the transition towards renewable energy.

Equally important is fostering a culture of sustainability among students, staff and the wider school community. By implementing robust climate education programmes, we will equip future generations with the knowledge, skills and values needed to adopt and advocate for sustainable practices. This educational focus ensures that environmental responsibility becomes embedded within daily school life.

By prioritising these adaptations, Britannia Community Primary School will create a resilient learning environment that protects our infrastructure while inspiring positive environmental action. This vision not only prepares our community for the challenges posed by climate change but also lays the foundations for a more sustainable and environmentally responsible future.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
Reduce school carbon footprint by 15% over 5 years.	Leadership & Management – efficiency of operations	Governing Body, Headteacher,	Start Dec 2025 – Review annually	Energy audits; LA sustainability partners	% annual reduction	

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Review and integrate climate education into curriculum for all year groups.	Quality of Education – curriculum enhancement	Curriculum Lead, Subject Leaders	Start Jan 2026 – Termly review	Geography frameworks RE scheme	All subjects show sustainability links	
Engage pupils in a sustainability project each year.	Personal Development – citizenship	Eco-Team, Class Teachers	Start Dec 2025	Gardening tools; partner organisations	Three projects per academic year	
Implement recycling and composting across school.	Behaviour & Attitudes – responsibility	Eco-Team, Site Supervisor	Start Nov 2025 – Review termly	Recycling bins	50% reduction in general waste by July 2026	
Reduce school carbon footprint over 5 years.	Leadership & Management – efficiency of operations	Governing Body, Headteacher,	Start Sept 2025 – Review annually	Energy audits; LA sustainability partners	annual reduction	
Review and integrate climate education into curriculum for all year groups.	Quality of Education – curriculum enhancement	Curriculum Lead, Subject Leaders	Start Jan 2026 – Termly review	Geography curriculum /RE scheme / PSHE	All subjects show sustainability links	

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Biodiversity

Our Vision (how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?):

Biodiversity is fundamental to the health and resilience of ecosystems, supporting the wide range of life forms that coexist within our environment. Enhancing biodiversity requires a commitment to sustainable land use practices, the planting of native species, and the protection of existing habitats from degradation. At Britannia Community Primary School, we aim to develop our forest area to promote ecosystem health while providing rich learning opportunities for students. Through this work, pupils will develop an understanding of the vital role plants and habitats play within local and global ecosystems.

Improving air quality is intrinsically connected to biodiversity preservation. The creation and promotion of urban green spaces—such as parks, school grounds, and community gardens—can help mitigate air pollution while offering essential habitats for a variety of species. By integrating greenery into local planning and school environments, we can contribute to healthier, more sustainable spaces that benefit both wildlife and the wider community.

Increasing access to and engagement with nature is also crucial in fostering environmental stewardship. Initiatives such as nature walks, outdoor classrooms, and conservation volunteering enable individuals to deepen their appreciation of the natural world and recognise the importance of protecting it. By facilitating these experiences, we can inspire a lifelong commitment to safeguarding biodiversity and ensuring environmental sustainability for future generations.

Achieving this vision relies on strong collaboration between schools, local authorities, environmental organisations, and the wider community. Through collective action, we can create thriving natural environments that support both learning and ecological wellbeing.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information resources required and/or	Target/ Measure	Progress
Partner with local environmental organisations such as Bacup Pride.	Community Engagement – partnership building	Eco-Team, PTA	Start Sept 2025	Lancashire Wildlife Trust; local council, Bacup Pride	Two active partnerships	
Community clean-up and tree planting events.	Personal Development	SLT,	Start Spring 2026	Tools; gloves; saplings	Tree canopy +10% by 2028	

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Family sustainability awareness campaigns. E.g walk to school week, family eco-challenge month – build a small habitat, grow your own garden, recycling champions.	Behaviour & Attitudes	Eco-team, Newsletters	Start Jan 2026	Posters; newsletters; assemblies	20% increase in family participation	
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Climate Education and Green Skills

Our Vision *(how can you prepare students for a world impacted by climate change through education & practice?):*

The escalating urgency of climate change demands a comprehensive and forward-thinking approach to education that prepares students for a world increasingly shaped by environmental challenges. Effective climate education must extend beyond teaching the scientific foundations of climate change to also cultivate critical thinking, creativity, problem-solving and active citizenship. By embedding climate-related learning across the curriculum, we can develop a generation equipped with the knowledge, skills and dispositions required to respond to complex ecological and societal issues.

To achieve this, theoretical learning should be complemented by meaningful, practical experiences. Outdoor learning, community-based sustainability projects, and partnerships with local organisations can offer authentic opportunities for students to explore ecological systems and understand the importance of responsible resource management. Engaging in hands-on activities strengthens conceptual understanding and builds a personal connection to the natural environment.

In addition, promoting green skills—such as an understanding of renewable energy technologies, sustainable food production, and effective waste management—will empower students to make positive contributions within their communities. Collaborative and interdisciplinary approaches further support the development of teamwork, adaptability and innovation.

Ultimately, by fostering an ethos of sustainability and resilience, schools can inspire students to become proactive environmental stewards who are prepared to address the multifaceted challenges posed by climate change, both now and in the future.

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Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information resources required and/or	Target/ Measure	Progress
Establish a pupil Eco Green Team including SEND pupils.	Inclusion & Personal Development	SENDCo, Eco-Team lead	Start Sept 2025	Training; accessible materials	Representation from every year group	
Eco-clubs and problem-solving workshops.	Enrichment – broaden pupil experience	Class Teachers; External Providers	Start Spring 2026	Craft materials; science kits	1 club per term	
Pupil-led sustainability assemblies from eco team.	Pupil Voice	Teachers;	Half-termly from Spring 2026	Assembly templates	Whole-school participation	
Embed climate change education across Science, Geography, PSHE, RE.	Quality of Education	Subject Leaders	Ongoing	Curriculum plans; Rosenshine templates	Frequent review tasks; modelling; SEND scaffolds	