

Queen's Drive Primary School

Climate Action Plan

2025-2028

What is a Climate Action Plan?

In April 2022, the Department for Education released a sustainability and climate change strategy specifically for education. By 2025, all education settings are expected to appoint a sustainability lead and develop a climate action plan. This plan will guide schools in both implementing and educating about various sustainability initiatives.
Our climate action plan has been created collaboratively by the headteacher, deputy head, the curriculum lead and the chair of governors.

Why Do We Want to Act?

At Queen's Drive Primary School, our ethos is deeply rooted in preparing our pupils for a sustainable future while celebrating our local heritage. One of our school values is 'being respectful', and an aspect of this is respecting our planet, our school grounds and our local community. These capture our commitment to thinking globally and acting locally to address the climate crisis. We strive to equip our students with the understanding and tools to make a positive impact on the world.
Respect and care for the environment have always been integral to our school culture. We are fortunate to have lots of green space of our grounds including a Forest School Area and a large field. We also live close to the Lake District to the North. Through our outdoor learning and Forest School programs, students regularly engage with and appreciate the natural world.

Sustainable Development Goals (SDGs) are being woven throughout our curriculum, ensuring that our students develop a comprehensive understanding of environmental responsibility. When studying National Parks within our geography curriculum, such as the Lake District in KS2, children learn about protecting life on land (SDG 15).



In Local Area studies, we emphasise land use and community impact, linking to SDG 11, "Sustainable Cities and Communities," by asking questions like "Is there enough parking in our area?" Through topics like Weather and Seasons and Rivers, we address climate

patterns and water preservation, tying into SDG 13, "Climate Action," and SDG 6, "Clean Water and Sanitation."

When exploring Natural Disasters such as volcanoes and earthquakes, we discuss the human and environmental impact, teaching students to respect and prepare for natural forces, which ties into building resilience against climate change. Our Biomes unit engages students with SDG 15, "Life on Land," as they conduct fieldwork to determine whether our school grounds support local wildlife sufficiently. This hands-on investigation promotes environmental stewardship. Africa and Asia studies bring awareness to global environmental diversity, examining how regions like Queen's Drive Primary School, Climate Change and Sustainability Action Plan 2025-28, for example when exploring Zambia and Brazil and their landscapes, relating to SDG 15. In exploring Contrasting Localities, such as London and Rio, we encourage a deeper understanding of global interconnectedness and sustainable urban planning. Additionally, Climate Zones and the significance of regions like North America's Rocky Mountains reinforce the importance of preserving natural ecosystems, fulfilling SDG 13.

Environmental education is further embedded through topics such as oceans and continents, exploring the impact of natural disasters, investigating polar regions, and promoting sustainable food practices. We also inspire our students by learning about environmental champions like David Attenborough, who exemplify the importance of protecting our planet. However, given the escalating climate crisis, the impact on children's mental health, and the necessity for our students to develop skills relevant to life in the 2030s, we recognize that more must be done. Our climate action plan is a core component of our overall school development strategy and one of our key governance objectives. We will review it regularly, ensuring our environmental impact is considered in every decision— whether daily operational choices or long-term strategic planning. By embodying sustainable practices, we will demonstrate the respect we hold for our planet and model the importance of environmental stewardship.

How will we deliver this climate action plan and monitor progress?

At Queen's Drive Primary School, our climate action plan will focus on four key areas: decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills. Each of these areas will have clear objectives, with specific actions outlined for the current academic year.

Our entire school community – students, staff, parents, and the wider local community – will work collaboratively to bring this plan to life. Engaging with everyone, listening to their ideas, and involving them in our green initiatives is crucial. We will continue to build on existing relationships and forge new partnerships, leveraging shared resources and support to help meet our sustainability goals.

The delivery of our climate action plan will be overseen by the governing body, with regular monitoring conducted by our governors. To ensure the plan is implemented

effectively, we will provide staff with the necessary time and resources to develop and carry out the actions. Specific members of staff will be identified as leads for key elements of the plan.

This overarching climate action plan will be reviewed and updated every three years to reflect progress and evolving needs. On an annual basis, we will set new goals and assess our progress, ensuring we are on track to meet our sustainability targets. Regular termly reviews will help keep us focused and accountable as we work towards our long-term vision.

Decarbonisation at Queen's Drive Primary School

At Queen's Drive Primary School, it will be hard as a grant-maintained school to be net-zero carbon status, but we can work towards having less contribution to climate change through carbon emissions, whether from the school site, activities, or procurement.
Our efforts to decarbonise will focus on the following key areas:

- Energy Use
- Food
- School Grounds
- Procurement
- Travel
- Waste
- Water

We will calculate our carbon emissions and implement strategies to reduce them. This includes becoming more energy-efficient, transitioning to greener energy sources wherever possible in the constraints of being an LCC school, and encouraging both staff and students to actively monitor and reduce energy consumption.

Sustainability will be a core element of our school site strategy. Additionally, we will develop a sustainable procurement policy to guide our purchasing decisions, ensuring that we consider the environmental impact of the products and services we buy, as well as the companies we support.

Transport is a significant contributor to air pollution and carbon emissions, particularly in areas around schools, which can also affect children's health. Therefore, we will look at options for both staff and students, promoting walking, cycling, and the use of public transport.

Recycling will be a priority at Queen's Drive Primary, with an increase in the recycling of materials such as food waste, alongside efforts to reduce overall waste, particularly single-use plastics and food packaging. We will also explore opportunities to enhance water efficiency, including harvesting rainwater.

To support our decarbonisation goals, we will explore various funding opportunities, such as grants, school reserves, and potential capital funding from local authorities. By improving energy efficiency, we expect to not only reduce our carbon footprint but also lower long-term energy costs and other associated expenses, such as waste disposal.

Adaptation and Resilience at Queen's Drive Primary School

At Queen's Drive Primary School, we are committed to maintaining a high-quality learning environment for all our students, even as the climate changes. To achieve this, we will adapt our school site to mitigate the impacts of climate change.

Our actions will enhance the biodiversity of our school site. We will introduce nature-based solutions, such as planting species that are resilient to the changing climate, which will support local wildlife and help create a more sustainable and environmentally friendly space for our students.

As part of our ongoing efforts to educate students about the climate crisis, we will also embed sustainability and climate change into the curriculum. Students will engage with environmental topics across subjects, including geography lessons focusing on the local and global impacts of climate change. Our school will further enrich student learning by incorporating opportunities for outdoor learning and connecting with nature, offering students real-life experiences related to climate resilience and sustainability.

To support our adaptation and resilience goals, we will introduce additional shade structures and plant more trees and shrubs to improve air quality and provide relief from extreme heat. We will also consider using rainwater collection systems to support sustainable gardening practices. Our school's active involvement in climate education, paired with these physical adaptations to the school grounds, will ensure that our community is not only resilient to climate impacts but also engaged in meaningful action.

Biodiversity at Queen's Drive Primary School

At Queen's Drive Primary School, we recognize the importance of contributing to the solution of the biodiversity crisis. We are already making notable progress in enhancing the biodiversity of our school grounds through initiatives like outdoor learning and forest school.

Next academic year, we will further our commitment to biodiversity by actively participating in the National Education Nature Park and the Climate Action Awards, both of which will provide valuable learning opportunities for our students. These programs will help children build the skills necessary for a sustainable future, while strengthening their understanding of climate change and green careers.

To ensure that our efforts are targeted and effective, we will use geospatial mapping tools to assess the current biodiversity of the school site. This will allow us to identify areas

where we can make further improvements, enhancing habitats for wildlife and creating more sustainable spaces.

When selecting plant species for our grounds, we will carefully consider their impact on local ecosystems, including their water needs and the potential for invasive species. Our priority will be to choose native plants and drought-tolerant species, ensuring that our planting choices support the resilience of the site in the face of a changing climate.

We aim to foster a thriving natural environment at Queen's Drive Primary, where students can directly engage with and learn from nature, and the school itself becomes more resilient to climate impacts.

Climate Education and Green Skills at Queen's Drive Primary School

At Queen's Drive Primary School, we believe that it is essential for children to understand the climate crisis to actively contribute to its mitigation and be prepared for the challenges of the future, including exploring potential green careers.

We are committed to providing a knowledge-rich curriculum that incorporates climate change education, ensuring that our teachers are fully supported in delivering this important content. We also recognize that the environment in which children are taught plays a vital role in fostering sustainability. Our school environment will reflect our commitment to sustainability, providing a nurturing, engaging, and enjoyable space for learning.

Actions to Support Climate Education and Green Skills:

Our approach will focus on the following key areas:

- Outdoor Learning and Forest School provision
- Curriculum development
- Leadership at all levels
- Training and professional development

Our curriculum will include age-appropriate references to climate change, aligned with the United Nations Sustainable Development Goals (SDGs). These will be further integrated across subjects, ensuring our students develop a sense of social responsibility and an understanding of the interconnection between people and the planet.

In addition to our focus on academic learning, we will also address pupil mental health and well-being, with particular attention to eco-anxiety. Climate literacy training will be provided for staff, governors, parents, and, if there is demand, for the wider community. We will continue our commitment to national and local environmental initiatives, alongside providing opportunities for field trips to ecofriendly sites, ensuring that our students are inspired by real-world examples of sustainability in action.



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