

Biodiversity: *How can we enhance biodiversity, improve air quality and increase access to, and connection with, nature?*

1. Has the education setting mapped and recorded biodiversity on their campus?
2. Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?
3. Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?
4. 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?

Action	Steps	Progress
1. Continue to engage with improving biodiversity.	<ul style="list-style-type: none"> • Engage with the NENP grant funding to increase biodiversity in the school grounds with a focus on turning grey to green. • Continue to work with the Lancaster & District Conservation Volunteers. • Engage with Alex from Where the Wildings Are / Rewilding Roots. 	•
2. Increase opportunities for children to learn about biodiversity, sustainability and climate change.	<ul style="list-style-type: none"> • Review opportunities to teach about biodiversity, sustainability and climate change in Science and Geography. • Use the NENP resources to support the curriculum. • Ensure raised beds are used to grow more fruits and vegetables and that produce is used. • Ensure opportunities for national citizen science projects are included into curriculum maps: Y1 RSPB Big School Birdwatch, Rec / Y5 Butterfly conservation Big Butterfly Count and consider the Natural History Museum's Gene Pools, Big Seaweed Search • Nature club to engage with simple ways to help wildlife https://www.wildlifetrusts.org/actions and growing of plants for the school grounds. • Engage with reward schemes to recognise our work and provide next steps to develop further: RHS Schools Gardening, Eco-Schools and Green Trees Schools Award • Continue to access free trees to further develop the school site: The Woodland Trust, The Tree Council, Orchard for Schools and Carbon Footprint's UK 	•



Decarbonisation: How can we reduce emissions and support pupils to be part of the transition to net zero?

In education settings, the typical emissions from the following areas are:

- Energy and utilities 23%
- Transport 33%
- Purchasing 36%
- Food 8%

1. What are the total **carbon emissions** of the education settings operations?
2. How **efficient** are the education settings buildings?
3. How could the education setting **retrofit** their estate and improve energy efficiency?
4. Could the education setting **reduce their waste** and encourage reuse and recycling?
5. Does the education setting adopt **sustainable procurement** practices?
6. Does the education setting have **food bins or compost** their food waste on site?
7. 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?

Action	Steps	Progress
1. Reduce waste sent to landfill.	<ul style="list-style-type: none"> • Raise awareness and understanding of blue and red bins. • Introduce additional recycling (pens, clothes, soft plastics etc). • Improve composting with additional compost caddies: key stages, staffroom, dining hall. • Reduce the amount of photocopying in school. 	
2. Increase active journeys to school.	<ul style="list-style-type: none"> • Engage with WOW Active Travel – rewards active journeys monthly with badges (fully funded). • Continue with existing active travel campaigns: Cycle to School Week (Sept), Big Walk & Wheel (March) and Walk to School Week (May). 	

Climate Education and Green Careers: How can we prepare pupils for a world impacted by climate change through education & practice?

1. 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?
2. How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
3. Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?
4. Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities?
5. 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?

Action	Steps	Progress
1. Support staff <u>CPD</u> .	<ul style="list-style-type: none"> • Engage with relevant training from Where the Wildings Are / Rewilding Roots. • Apply for <u>Climate School 180</u> – training and support to implement quality climate change education. • Whole staff to understand and contribute to our CAP. 	<ul style="list-style-type: none"> •



Adaptation and Resilience: *How can we adapt our buildings and systems to prepare for the effects of climate change?*

1. Has the education setting undertaken an assessment of climate and **weather risks**?
2. Has the education setting experienced the effects of **extreme weather** in the past e.g. high temperatures in summer, flooding of buildings or grounds?
3. What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
4. Who are the important people in the setting with **responsibilities** for preparing for and responding to these events?
5. Does the setting have any **vulnerable staff or students** that could be at greater risk?
6. 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?
7. Does the education setting have any **existing plans** for action in the event of a heat wave or flood?
8. 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?

Action	Steps	Progress
1. Improve adaptation and resilience of the school building.	<ul style="list-style-type: none"> • Add plants to the walled areas of the school to help with cooling in the summer and insulation in the winter. (NENP funding for raised beds and planting.) • Ensure gutters and drains are cleared at the end of the summer / start of the autumn term. • Ensure the school is registered to receive flood and heat warnings. 	•

Updated: RS Jan 2025

