

BANKS ROAD INFANT AND NURSERY

CLIMATE ACTION PLAN 2025

OBJECTIVES:

- increase the confidence and expertise of the leadership team, staff and children in understanding climate change and how positive change can be achieved
- create a culture that prioritises sustainability
- share effective practice with other education settings where relevant
- use data to identify and prioritise action
- improve energy and water efficiency
- calculate the school's carbon emissions and identify ways to reduce them
- reduce operating costs
- increase resilience and start adapting to the impacts of climate change
- enhance biodiversity
- help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs

ACTION AREA 1: DECARBONISATION

A pragmatic way to tackle the decarbonisation of school buildings is to prioritise actions:

1. Make school as energy efficient as possible by insulating, controlling energy usage and using energy efficient equipment.
2. Replacing fossil fuel boilers with low-carbon alternatives such as heat pumps.
3. Installing renewable generation such as solar PV

ACTION AREA 2: ADAPTATION AND RESILIENCE

This focuses on preparing the school for the impacts of climate change, such as extreme weather events. This might include flooding, managing heatwaves, and ensuring the school's infrastructure can withstand these challenges.

ACTION AREA 3: IMPROVING THE ENVIRONMENT AND BIODIVERSITY

This aims to enhance the school grounds and surrounding environment to support local ecosystems. Examples include creating green spaces, planting trees, and establishing wildlife habitats. [National Education Nature Park and enrolling in the Climate Action Award](#)

ACTION AREA 4: CLIMATE EDUCATION AND GREEN CAREERS

This involves integrating climate change education into the curriculum, ensuring students understand the science behind climate change, its impacts, and potential solutions.

Climate Action Plan - WORK IN PROGRESS

Date formally approved by the Full Governing Body	Approved - September 2025
Authorisation Signatories and Date	Chair of Governors - Mr David Morris September 2025

The DfE's guidance '[Sustainability leadership and climate action plans in education](#)' has highlighted the importance of adopting a whole-school approach to turn planning into action. In its [sustainability and climate change strategy](#), the DfE stated that it expects all schools to have nominated a sustainability lead and put in place a climate action plan by 2025.

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Organising: Sustainability Leadership Team Structure					
Has a sustainability leadership team been structured?		09/2025	N/A	HT - Helen Taylor AHT - Maria Holmes T - Nicola Palmer Caretaker – Richard Buchanan Gov/parent – Susan Hargrave (Opal)	Representation across, SLT, Teachers, parents and Governors. Maria Holmes will also provide a link to pupils via the School-Council.
Has a single sustainability lead been nominated?		09/2025	N/A	Helen Taylor	AHT School Council
Are members of the sustainability leadership team clear on their duties?		09/2025	HT to devise roles and responsibilities Meet to discuss roles and responsibilities		Termly meetings of the sustainability leadership team ensure everyone is clear on their duties.
Does the sustainability leadership team consist of both teaching and operational staff?		09/2025	Governor representative		Representation across, SLT, Teachers, parents and Governors. Maria Holmes will also provide a link to pupils via the School Council.
Does the sustainability leadership team include senior leaders?		09/2025			Representation across, SLT, Teachers, parents and Governors. Maria Holmes will also provide a link to pupils via the School Council.

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Implementing: Whole-School Approach					
Is the whole school involved and engaged in turning the school's climate plan into action?		09/2025	Whole-school approach already in place and ongoing. Curriculum needs more attention	Whole-School	Pupils, staff, governors, and families all play an active role. Sustainability needs to be embedded in our curriculum, daily routines and community events, with progress reviewed by leaders and celebrated across the school.
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?		09/2025	Subject leaders esp Science and geography to ensure learning opportunities – review planning and suggest ways to incorporate into existing topics	Nicola Palmer Sally Buxton Whole-School	Practical experiences include local farm visits, environmental science activities, enhancing the school grounds
Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?		09/2025	School council to identify ways to help e.g recycling, growing food, switching off lights	Maria Holmes Whole-School	Initiatives like school-wide sustainability challenges, outdoor learning and community engagement help turn anxiety into empowerment.
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?		09/2025	Consider opportunities/ways to share enterprise with the community	Whole-School	Enterprise? Tesco volunteers Farm to Fork
Are parents and the wider community involved in the school's approach to sustainability and climate change?		09/2025	Tesco links – Use to help build a veg garden Ask parent volunteers/run a club to maintain it/Opal play	Whole-School	Tesco links – Wild garden at front of school Bardills/Mr. Flewitt – plants for potion making area

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Do Governors and members of the SLT support and drive the school's sustainable activity?		09/2025	Regular review and alignment with school priorities.	SLT Governors	Sustainability is overseen through governance monitoring and leadership commitment.
Is the SLT embedding culture change where sustainability is a priority?		09/2025	Maintain focus and model sustainable practice. HT refer to sustainability in SIP	SLT	Culture change is reinforced through strategic planning, staff engagement, and integration of sustainability into daily school life.
Does climate change and sustainability feature on the agenda at key meetings?		09/2025	Include as discussion point at governors meetings and SLT meetings	SLT Governors	Discussion includes curriculum integration, community projects and operational sustainability measures.
Has the caretaker been involved in the school's Climate Action Plan?		09/2025	Maintain involvement and seek input on future projects. Support reduction in energy usage where possible eg. Lights and heating	SLT Richard Buchanan	Role includes monitoring resource use, supporting eco-initiatives and advising on sustainable site management.
Climate Education					
Is climate education embedded throughout the curriculum?		09/2025	Continue to develop cross-curricular connections and real-world applications. Subject leaders to look at where incorporated into existing topics	Subject Leaders	Learning is reinforced through themed events, outdoor education and routines that bring sustainability into everyday learning.
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?		09/2025	Sustain motivation with regular opportunities for meaningful action. Use P4C to discuss and think about issues.	Class Teachers School Council	Engagement is evident in School Council activities, sustainability challenges, and possibly

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					contributions to local environmental projects.
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.		09/2025	Continue to provide diverse, real-world experiences. Use Forest schools as opportunities to connect with and respect nature	Class Teachers School council	Opportunities such as local farm visits, outdoor activities and cross-cultural projects (e.g global week) strengthen pupils' connection to nature and global responsibility.
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?		09/2025	Decarbonisation – classroom recycling, turning off taps and lights, closing windows when heating is on. Opportunities for growing plants and veg gardens	Class Teachers School council	Education Nature Park link
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?		09/2025	Maintain breadth and depth of coverage.	Class Teachers Eco-Council	Learning is supported by outdoor education, themed weeks and hands-on projects/routines linking classroom knowledge to real-world sustainability challenges.
EYFS - Are children provided with opportunities to develop an understanding of the world and the natural environment?		09/2025	Continue to embed sustainability themes in early experiences.	EYFS Team School council	Provision includes Forest School, seasonal nature walk and hands-on activities that nurture curiosity and care for the world.
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?		09/2025	Provide further training and resource-sharing to embed a whole-school approach.	Class Teachers SLT Subject leaders	Good examples exist in Science, Geography, and themed projects; extending this to all subjects will strengthen impact and coherence.

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Are teachers able to model sustainable practices in relation to their subject specialism?		09/2025	Share examples and strategies to embed sustainability modelling in every subject.	Class Teachers SLT	Stronger practice is evident in Science, Geography, and outdoor learning; further work could integrate sustainability modelling into less obvious curriculum areas.
Does the school offer extra curricula activities such as eco clubs or vegetable growing?		09/2025	Clubs – Eco, Forest Schools, Gardening, allotment clubs	Amy Gildea Forest School club	Extra-curricular opportunities include Forest School. These clubs provide hands-on experiences that develop pupils' practical skills, environmental awareness and enjoyment of nature.
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?		09/2025	Maintain and build on existing opportunities. STEM work Weather station monitoring Wild flower garden Recycling	Class Teachers Maria Holmes SLT	Examples include Fairtrade Fortnight, and practical science projects involving local and school-based monitoring. STEM activities, wild flower garden
Are pupils given opportunities to learn outdoors?		09/2025	Continue to embed outdoor learning across all year groups. Forest Schools Opal play Further activities – gardening and veg growing opportunities Composting	Class Teachers School council SLT	Pupils regularly learn outdoors through Forest School, gardening, nature walks, and curriculum-linked activities. Outdoor provision supports engagement, wellbeing, and real-world understanding of sustainability and the natural environment.

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Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?		09/2025	Create more opportunities within the curriculum and CPD to explore these areas in greater depth.	Class Teachers SLT	Existing provision could include themed projects and events; expanding this would strengthen understanding and inspire future career pathways.
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?		09/2025	Maintain commitment to using verified information.	Class Teachers SLT	Teaching is based on credible, evidence-based sources, ensuring accuracy in all climate-related content.
Green skills and Careers					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?		09/2025	Increase opportunities that connect green skills to future careers and the green industrial revolution.	Class Teachers SLT	Current activities such as gardening, recycling projects, and eco-leadership roles could be expanded with employer engagement and STEM links.
Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?		09/2025	Consider how to incorporate this into School Council assemblies	Maria Holmes	STEM – N Sanderson
Education Estate and Digital Infrastructure					
Are buildings within the school energy efficient?		09/2025	Continue to work with Notts CC to further improve energy efficiency.	HT SBM	Energy Efficiency E rating 104 Average 100

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Does the school utilise smart meters and energy management systems to reduce usage and bills?		09/2025		Caretaker SLT	Yes - Cost for supply and readings
Has the school implemented measures to alleviate poor air quality around the school premises?		09/2025		Class Teachers SLT	Measures include yellow zig-zags a long way down Banks Road which reduces vehicle emissions around the school. Actions support healthier travel choices, raise awareness among families and contribute to a cleaner school environment.
Has the school been able to access the Public Sector Decarbonisation Scheme to support decarbonising the estate?		09/2025	Explore eligibility and application opportunities for future funding rounds.	SLT	The school has not yet accessed the Public Sector Decarbonisation Scheme. Accessing this scheme could support larger-scale improvements to energy efficiency and carbon reduction across the premises.
Does the school have regard to the ‘Good Estate Management for Schools’ guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?		09/2025	Continue to work with Notts Council to ensure the guidance is fully applied in estate management decisions. Collaboration with the Local Authority is essential to address energy and water efficiency, ventilation, and maintenance issues effectively.	HT SBM Notts CC	The school has regard to the ‘Good Estate Management for Schools’ guidance, but as a maintained school is reliant on Notts CC for implementation.

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Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?		09/2025	Develop, maintain and review plans regularly to ensure readiness.	HT SBM	Contingency plans are in place to address adverse conditions including increased heat, flood risk and water scarcity.
Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature?		09/2025	Complete a comprehensive survey including access to nature.	HT SBM	Notts CC have completed buildings conditions survey
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?		09/2025	Maintain and build on existing programmes.	HT SBM	Park and Stride from the community centre is encouraged. Yellow zig-zags increased down Banks Road
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?		09/2025	Continue to develop biodiversity projects.	HT Nicola Palmer Carla Davies (Opal)	The school actively protects and enhances wildlife and ecosystems through habitat creation, planting currently on a small scale
Has the school considered heating solutions which do not utilise carbon intense fuels?		09/2025	Notts CC	HT SBM	
Has the school signed up to available weather and flood warnings?		09/2025	Continue to monitor alerts and update contingency plans accordingly.	SLT Caretaker Governors	The school is signed up to receive weather and flood warnings. Warnings are integrated into site safety procedures to ensure prompt

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					action during adverse conditions.
Operations and Supply Chains					
Does the school buy from procurement frameworks that offer sustainable goods and services?		09/2025	Prioritise frameworks that offer a wider range of sustainable goods and services where possible	HT SBM	Financial implications
Does the school provide nutritionally balanced, affordable and sustainable meal choices?		09/2025	Continue partnership with Vertas	HT SBM Governors	Nutritionally balanced, affordable, and sustainable meal choices are provided by Notts CC services
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?		09/2025	Maintain current approach and continue to embed food education across the curriculum.	HT SBM Governors	A whole-school approach is in place through curriculum work in Design Technology
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?		09/2025		HT SBM Governors	Sustainability is considered in food sourcing and preparation, but there is scope to further reduce environmental impact. Notts CC
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?		09/2025	Develop a consistent system for gathering data and applying best practice in waste prevention and management.	HT SBM Caretaker – Richard B	Food waste bins separate in kitchen, staffroom and implementing into classrooms this year

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Has the school moved away from single-use items and towards reusable alternatives where possible?		09/2025	Identify and phase out remaining single-use items.	HT SBM	Reduced Paper towels significantly Further work will focus on eliminating/reducing single-use plastics
Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms?		09/2025	Continue to promote and expand reuse schemes.	HT SBM	Reliance on single-use items is reduced through initiatives such as the active second-hand uniform shop.
Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs?		09/2025	Continue to work with Notts CC to expand renewable energy use and complete LED transition.	HT SBM Caretaker	Mostly LED lighting in place
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?		09/2025	Continue to work on food waste	HT SBM Caretaker	Recycling systems are in place for glass, paper, card, metal, and food waste
Has the school taken measures to reduce its use of paper?		09/2025	Continue to promote and embed digital alternatives.	Whole-School	Measures have been taken to reduce paper use, with a strong focus on digital communication and record-keeping. Strategies include electronic newsletters, online forms, and digital teaching resources to minimise paper consumption.

Summary of Findings and Actions

Banks Road School has a previous history of being an Eco-School, hoping to bring this good practice back and champion sustainability and climate action across all aspects of school life. Our whole-school approach will engage pupils, staff, governors, families and the wider community, with many initiatives embedded in the curriculum and daily operations. While we are making progress, particularly in outdoor learning, and biodiversity enhancement through our recent STEM project, we hope to develop significantly more by involving the whole school community in reducing carbon emissions and developing food sustainability.

Score	Operational rating	This building	Typical
0-25	A		
26-50	B		
51-75	C		
76-100	D		
101-125	E	104 E	100
126-150	F		
150+	G		