



Edna G Olds Academy  
A L.E.A.D. Academy



# Climate Change and Sustainability

## Action Plan

### 2025 – 2027

## 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 (CAP). 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, the chair of governors, our Climate ambassadors and our pupils.

## Why do we want to act?

At Edna G. Olds, our ethos is underpinned by our twelve core values. These are split into the personal and the social values that we feel are essential in developing our pupils into empowering leaders and global citizens of the future. Our curriculum is underpinned by the UN's Sustainable Development Goals (SDG's), which are woven throughout the curriculum, these capture our commitment to thinking globally and acting locally to address the climate crisis. We strive to equip our pupils with the skills, understanding and resilience to make a positive impact in the world.

Respect for our environment are integral to our values and through our curriculum. Although our schools is in an urban area, through our curriculum, pupils have access to local green spaces to appreciate the natural world.

All learning is linked to and deepened by the UN's SDGs. For example, when studying Volcanos, children learn about Geothermal energy, SDG 7 – Affordable and clean energy. Environmental education is embedded through topic such as Transformations, exploring the impact of natural disasters, sustainable food practices, investigating biomes and the Polar regions. We inspire our students through learning about inspiration environmental champions such as David Attenborough, who inspire us all to care for the planet.

In light of the escalating climate crisis, its growing impact on children's mental health, and the need for our students to develop adaptability, resilience, and essential life skills for a changing world, we acknowledge that further action is required. Our Climate Action Plan is a central pillar of our school development strategy and a key priority. It will be reviewed regularly to ensure that environmental considerations inform all decisions, from day-to-day operations to long-term strategic planning. By embedding sustainable practices across our school, we aim to demonstrate our respect for the planet and model the vital importance of environmental stewardship.

## What has already been achieved?

Action	Benefit
Use of electronic resources	Reduction in paper waste, ink cartridges.
Class recycling systems in place	Everyone is active in reducing waste and limited contamination in bins.
Electricity use awareness Ambassadors switch off interactive screens/lights/appliances/plugs when classrooms are unoccupied	Reduction in electricity use
Local school trips to attend on foot.	Reduced Carbon emissions
Implementation of ECO council	Children lead environmental actions.

## How will we deliver this climate action plan and monitor its impact?

At Edna G. Olds Academy, our action plan will focus on five main areas: decarbonisation, Adaption and Resilience, Biodiversity, Climate Education and Green Skills. Each of these areas will have clear objectives outlined for the academic year.

Our entire school community will work collaboratively to bring this plan to action. We will work with student, parents, staff, and the wider community, listening to their ideas and engaging them with our green initiatives. We will continue to develop existing relationships and establish partnerships to help achieve our sustainability goals.

Our climate action plan will be reviewed and updated every two years to reflect progress and changing needs. We will set new goals and measure the progress against existing ones, ensuring that we are on track to meet our sustainability targets. Termly reviews will help us to keep on track and accountable so that we can realise our vision.

## Decarbonisation at Edna G. Olds Academy.

Our goal is to achieve net-zero carbon status by 2030. By this date, we aim for the school to have no 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, and encouraging both staff and students to actively monitor and reduce energy consumption.

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 collaborate with local organisations to encourage low-carbon commuting options for both staff and students, promoting walking, cycling, and the use of public transport.

Recycling will be a priority 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.

## Adaption and Resilience at Edna G. Olds Academy

We are committed to providing a high-quality learning environment as the climate changes, by adapting our school site to reduce climate impacts and enhance biodiversity. This includes implementing nature-based solutions, such as planting climate-resilient species, supporting local wildlife, and creating a more sustainable learning environment. Sustainability and climate change will be embedded across the curriculum, with students engaging in environmental learning through subjects such as geography and science, and through outdoor, nature-based experiences. To strengthen climate resilience, we will increase shade, plant additional trees and shrubs, improve air quality, and explore rainwater collection for sustainable gardening. Together, these educational and site-based actions will ensure our school community is both climate-resilient and actively engaged in meaningful environmental action.

## Biodiversity at Edna G. Olds Academy

We recognise the importance of addressing the biodiversity crisis and have already made progress through outdoor learning and our Eco and Environment Councils. We will build on this by pursuing initiatives that enhance biodiversity while providing meaningful learning opportunities, helping students develop skills for a sustainable future and an understanding of climate change and green careers.

We will assess the current biodiversity of our school site to identify opportunities to improve habitats and create more sustainable spaces. Planting choices will prioritise native and drought-tolerant species, with careful consideration of water use and the risk of invasive plants.

Alongside landscaping and outdoor learning, we will improve local air quality and reduce environmental risks by participating in initiatives such as Walk and Wheels and monitoring air quality around the school. Through these actions, we aim to create a thriving, resilient school environment where students can learn directly from nature.

## Climate Education at Edna G.Olds Academy

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.

## Green Skills. at Edna G.Olds Academy.

Our approach will focus on the following key areas:

- Outdoor Learning
- 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. We will continue our commitment to national and local environmental initiatives, alongside providing opportunities for field trips to eco-friendly sites, ensuring that our students are inspired by real-world examples of sustainability in action.

## The Sustainability Compass and the SDGs

*It's all connected!*



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## Decarbonisation

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

Our goal is to achieve net-zero carbon status by 2030. By this date, we aim for the school to have no 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

### Prompt Questions:

- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?
- How could the education setting retrofit their estate and improve energy efficiency?
- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- - 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	Link to AIP	Responsibility and key stakeholders	Timescale	Target/Measure	Impact and Evaluation
Encourage students and staff to recycle with ECO council assembly to launch recycling drive.	<i>Priority 1, 4</i>	Eco Council and HW/HC	Spring 2	<ul style="list-style-type: none"> <li>Organise a recycling drive with a goal of collecting a number of items –</li> <li>Track participation and publicise results.</li> </ul>	
Identify what is being thrown away in classrooms/staffroom/kitchen/office and complete a waste audit.	<i>Priority 1, 4</i>	Eco Ambassadors HW/HC	Initial Audit term 1; follow up each term.	<ul style="list-style-type: none"> <li>Waste audit of classrooms each term.</li> <li>Use findings to set targets.</li> <li>Student led waste reports.</li> </ul>	
Implement a paper reduction campaign encouraging double sided printing or digital alternatives.	<i>Priority 1, 4</i>	Eco Ambassadors Office manager	Initial Audit Term 1; Follow up each term.	<ul style="list-style-type: none"> <li>Reduce paper waste by 10% by the end of the year.</li> </ul>	
Clear recycling systems in place – revisit clear expectations on what can and can't be recycled	<i>Priority 1, 4</i>	Eco Ambassadors HW/HC	Initial Audit Term 1; Follow up each term	<ul style="list-style-type: none"> <li>Recycling assembly</li> <li>Reduced contamination</li> </ul>	
School-Wide campaign to reduce packaging waste encouraging re-useable containers and packaging free options.	<i>Priority 1, 4</i>	Eco Ambassadors HW/HC	Assembly launch - Spring term 1	<ul style="list-style-type: none"> <li>Focus during DT Food unit</li> <li>Lunchtime audit for initial target.</li> </ul>	



Take part in Walk and Wheels initiatives to reduce carbon emissions during travel to school and to promote benefits of walking.	<i>Priority 1, 4</i>	Eco Ambassadors HW/HC	March 2026	<ul style="list-style-type: none"> <li>• 90% of children to walk or cycle to school</li> </ul>	
Reminders to switch off lights and boards when out of the classroom.	<i>Priority 1, 4</i>	Eco Ambassadors HW/HC Class Teachers	Assembly launch - Spring term 1	<ul style="list-style-type: none"> <li>• Energy audits</li> <li>• Aim for 80% compliance.</li> </ul>	
Monitor energy costs monthly and investigate concerns, particularly when the building is not in use.	<i>Priority 1, 4</i>	Office Staff	Autumn 2025	<ul style="list-style-type: none"> <li>• Monthly monitoring reports produced, highlighting trends and areas of concern.</li> <li>• Ensure energy-saving measures are in place during periods of low building use.</li> </ul>	
Use room thermometers to monitor temperature levels, maintaining heating at 18°C-20°C in areas with normal activity, such as classrooms and offices	<i>Priority 1, 4</i>	Class Teacher Pupils Site manager.	Autumn 205	<ul style="list-style-type: none"> <li>• Thermometers placed in key areas, with regular checks to ensure temperatures are maintained.</li> <li>• Immediate adjustments made if temperatures fall outside the specified range.</li> </ul>	

## Adaption and Resilience.

**Our Vision:** (how can an education setting adapt their buildings and systems to prepare for the effects of climate change?)

We are committed to providing a high-quality learning environment as the climate changes, by adapting our school site to reduce climate impacts and enhance biodiversity. This includes implementing nature-based solutions, such as planting climate-resilient species, supporting local wildlife, and creating a more sustainable learning environment.

### Prompt Questions

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- 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?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- 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	Link to AIP	Responsibility and key stakeholders	Timescale	Target/Measure	Progress (Update at regular review points.)
Install water butts around the school grounds to collect rainwater for watering allotments and plants.	Priority 1, 2	Eco Council HW/HC	Autumn 2025	Children use water from water butts to water the plants and vegetables.	
Plant native drought resistant species to reduce water use and create shade.	Priority 1, 2	Eco Council HW/HC	Spring 2026	Children have a calming cool space to sit during hot weather.	

Create pollinator gardens to strengthen local ecosystems.	<i>Priority 1, 2</i>	Eco Council HW/HC	Spring 2026	Gardens are planted and maintained Increased insect numbers.	
Create a clean air zone around school by implementing 'active' solutions (e.g., encouraging parents to switch off engines, park away from school, and walk).	<i>Priority 1, 2</i>	Eco Council HW/HC	May 2026 Walk to School Week.	Aim for 90% of children to walk to school everyday.	
Carry out audit of climate and weather risks.	<i>Priority 1, 2</i>	Eco Council Site manager HW/HC	Autumn 2025 initial audit. Review annually	Risks identified and actioned.	
Provide additional shaded area by planting native trees and climbing plants.	<i>Priority 1, 2</i>	Eco Council HW/HC	Spring 2026	Children learn outside during hot weather.	
Develop outdoor learning areas for shade and ventilation.	<i>Priority 1, 2</i>	Eco Council HW/HC	Spring 2026	Children learn outside during hot weather.	

## Biodiversity

**Our Vision:** (how can an education setting adapt their buildings and systems to prepare for the effects of climate change?)

### Prompt Questions

- Has the education setting mapped and recorded biodiversity on their campus?
- Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?
- Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?
- 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	Link to AIP	Responsibility and key stakeholders	Timescale	Information and or resources required. Target/Measure	Progress (Update at regular review points.)
Create pollinator gardens to strengthen local ecosystems.	<i>Priority 1, 2</i>	Eco Council, All classes. HW, HC	Spring 2/summer 1 2026	Greater number of pollinators visit gardens.	
Integrate Biodiversity into learning through Science Projects like bird counts or insect surveys.	<i>Priority 1, 2</i>	HW, KM, Subject Leads, Class Teachers	Spring 2/summer 1 2026	Explicit links in the curriculum to Science Projects Evidence in Books/Showbie.	
Launch Bio-Diversity days for planting events and nature walks.	<i>Priority 1, 2</i>	Eco Council, All classes. HW, HC	Summer 1 2026	All children know what biodiversity is. All classes take part in planting and nature walks.	
Plant grounds with a range of trees, flowers, and shrubs to improve air quality.	<i>Priority 1, 2</i>	Eco Council, All classes. HW, HC	Spring 2/summer 1 2026	More plants, trees flowers and shrubs in the school grounds.	

## Climate Education and Green Skills

**Our Vision: (How can an education setting prepare students for a world impacted by climate change through education & practice)**

### Prompt Questions

- 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?
- How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
- Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?
- Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities?
- 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	Link to AIP	Responsibility and key stakeholders	Timescale	Target/Measure	Progress (Update at regular review points.)
Develop School Gardens and food growing – Look into local allotment use.	Priority 1,2	Eco Council, All classes. HW, HC	Summer Term 2026	Raised beds or local green spaces produce food for the school kitchen	
Review the current curriculum and links to sustainability and climate change.	Priority 1,2	HW, Subject leads.	Ongoing	Evidence in Books/Showbie Staff meetings Pupil Voice. Learning walks.	
Review, enrich, and embed opportunities for children to connect with nature and the	Priority 1,2	HW, Subject leads	Ongoing	Classes go for regular walks to local green spaces.	

outdoors throughout the whole curriculum.					
Educate students about the impact of food waste on the climate and encourage action at school and at home during DT/lunch times.	<i>Priority 1,2</i>	HW, MH Class Teachers.	Summer 2	DT learning walks Evidence in Books Pupil Voice.	
Develop partnerships with local councils and those in charge of green spaces.	<i>Priority 1,2</i>	HW/HC	Ongoing	Opportunities for children to grow produce in local green spaces to donate to local causes or food banks.	