Kings Meadow Primary School & Nursery

Climate Action Plan

1. School Vision for Climate Action

Kings Meadow Primary School & Nursery is committed to becoming a low-carbon, climate-resilient school that empowers children to be environmentally responsible citizens. Our Climate Action Plan embeds sustainability across buildings, curriculum, operations, governance, and community engagement in line with the DfE *Climate Action Plan in Education* guidance.

Our objectives are to:

- Reduce carbon emissions across the school estate;
- Enhance resilience to climate-related risks;
- Strengthen sustainability education and pupil engagement;
- Build partnerships with families, governors, and local organisations;
- Equip all pupils, including Nursery, with environmental literacy and a sense of stewardship

The Eco Council, representing all year groups (KS1&2), plays a central leadership role.

2. Baseline Information & Data Collection

The school will gather baseline data annually in the following areas:

2.1 Energy & Buildings Baseline

- Annual electricity and gas usage (kWh)
- Energy costs
- Initial carbon footprint calculation
- Heating system condition & energy efficiency rating
- Current insulation, lighting types, and building fabric status

2.2 Travel Baseline

- Annual travel survey for pupils, staff, and families
- Wow 'Walk to School Challenge' Travel audits completed (walking, wheeling, car, bus, cycle, park & stride). Children collect badges.

2.3 Resource & Waste Baseline

- Volumes of general waste, recycling, and food waste
- Water consumption
- Inventory of single-use plastics
- Procurement review (cleaning products, stationery, catering supplies)

2.4 Biodiversity Baseline

- Habitat survey (trees, hedgerows, wild areas). Recorded on National Education Nature Park resource.
- Garden/planter status
- Wildlife observations /habitat surveys

3. Four Action Areas

The DfE requires actions to be organised under four pillars:
(1) Buildings & Energy (2) Travel & Transport (3) Resource Management (4) Climate Education & Resilience

3.1 Area 1: Buildings & Energy

Aim: Reduce carbon emissions through efficient buildings, smart energy use, and exploration of renewables.

Actions

- Conduct annual pupil-assisted energy audits Eco Council 'Energy Detectives'.
- Install or optimise smart meters and energy dashboards.
- Maintain LED lighting and motion sensors.
- Optimise heating schedules and zone controls.
- Increase outdoor learning in mild weather to reduce daytime energy use.
- Routine checks for drafts, insulation, and boiler efficiency.
- Develop a net-zero target once the carbon baseline is confirmed (Sefton Council).

Nursery-specific

- Maximise natural light, limit plug-in appliances, encourage outdoor play to reduce heating/lighting use.

3.2 Area 2: Travel & Transport

Aim: Encourage active travel, improve safety, and reduce vehicle emissions around school.

Actions

- Conduct annual pupil/staff/parent travel surveys.
- Complete 'Wow! Walk to School' campaign. Children collect badges, etc.
- Promote 'Park & Stride'
- Provide secure cycle/scooter parking.
- Bikeability (Year 5) and road-safety training for pupils.
- Work with local authority on safe crossing improvements.

Nursery-specific

- Encourage children & families to take part in walking or wheeling initiatives.

3.3 Area 3: Resource Management

Aim: Reduce waste, conserve water, and ensure sustainable procurement.

Waste Actions

- Maintain whole-school waste sorting stations (recycling, general, paper, compost). Recycling Army: General Waste; Sergeant Sorts-Well; Private Peels. Develop with Southport Eco Centre.
- Expand food waste composting for lunch hall, Nursery & Reception snacks, as well as staffroom waste.
- Monitor waste volumes termly and set reduction targets.
- Organise Eco Council Recycle 4U clothing donation & school uniform swap (March 2027).
- Reduce single-use plastics; promote reusable water bottles, etc.

Water Actions (DfE expectation)

- Check low-flow taps.
- Conduct regular leak checks and meter readings.
- Encourage water-saving behaviour through Eco Council-led campaigns.
- Use Water Butts for outdoor watering.

Procurement Actions

- Prioritise low-carbon, durable, and non-toxic products.
- Review contracts to ensure sustainable, eco-friendly environmental criteria (Galaxy Pro-Clean)
- Audit cleaning products and replace with eco-labelled alternatives where feasible.
- Review paper towel / toilet roll / paper supplies, etc. to ensure less waste.

3.4 Area 4: Climate Education, Nature & Resilience

Aim: Embed climate and sustainability learning across the curriculum and build resilience to climate-related risks.

Curriculum Actions

- Map sustainability and climate content within the CRACKING Curriculum (e.g. science, geography, PSHE, English, and early years frameworks).
- Organise Staff CPD on Nature Park / Climate resources.
- Deliver termly Eco Council assemblies and student-led campaigns, e.g. Switch It Off Fortnight, Recycle 4U Clothing, etc.
- Eco Council Classroom Checklists to be completed daily.
- Celebrate environmental days (Earth Day, World Environment Day) to raise awareness. Climate Ambassador Assembly.
- Encourage cross-curricular outdoor learning linked to CRACKING Curriculum themes.

Nature & Biodiversity Actions

- Further develop EYFS / KS1 Nature School Area on school field with by adding an outdoor classroom, wildflower meadow, hedging and bulb planting.

- Maintain edible gardens, raised beds, and sensory areas.
- Install further wildlife habitats: bug hotels, hedgehog corridors, bird feeders, bat boxes.
- Plant trees as part of the Kings Meadow Nature School project.
- Take part in Ainsdale in Bloom competition 2027 to develop outdoor environment, encouraging further biodiversity.

Climate Resilience Actions (DfE requirement)

- Heat management: shade creation, ventilation checks, hydration protocols.
- Flood/drainage management: clear gutters, review site water run-off.
- Extreme weather responses integrated into emergency planning.
- Risk assessments updated in line with local climate projections.

Nursery-specific

- Nature play, mini-beast hunts, seasonal planting, water-play conservation routines in place.

4. Governance, Leadership & Pupil Participation

Eco Council

- Represents all year groups in KS1&2.
- Leads campaigns, monitoring, and pupils' voice.
- Conducts audits and reports findings to SLT/governors.

Senior Leadership Team (Sustainability Leader)

- Ensures the Climate Action Plan is embedded in policy and practice.
- Oversees data collection and annual reporting.
- Coordinates staff CPD and curriculum embedding.
- Secures funding and manages budgets for sustainability actions.

Governing Body

- Reviews climate progress annually.
- Ensures compliance with DfE requirements.
- Provides strategic oversight and approves long-term targets.

Community & Stakeholders

- Parents involved through Nature & Forest School, eco challenges and collections, and communications.
- Partnerships with the Southport Eco Centre, Discovery Recycling Centre, local schools, local businesses, Ainsdale in Bloom committee.

5. Monitoring, Evaluation & Reporting

Key Performance Indicators

- Annual energy consumption (kWh) and carbon emissions (CO_2e).
- Waste and recycling volumes.

- Water usage per term.
- Travel survey results.
- Biodiversity survey results.
- Curriculum audit outcomes.
- Eco Council termly action logs.

Reporting

- Annual report to governors and shared with the school community.
- Eco Council presentations each term.
- Data used to update targets and identify funding needs.

6. Long-Term Commitment

Kings Meadow Primary School commits to continuous improvement in line with DfE climate guidance, aiming for substantial emissions reduction, enhanced climate resilience, and leadership in environmental education. The school will work toward Eco-Schools Green Flag status and contribute to local and national sustainability goals.

Action Plan Date: September 2026

Next Review Date: September 2027