Last Updated September 2025

CLIMATE AMBASSADORS
In association with EAUC, STEM Learning and the University of Reading

Crackley Bank Primary School

Climate Action Plan

Introduction

At Crackley Bank Primary School, we are committed to fostering a sustainable future by integrating environmental responsibility into every aspect of our school community. Our **Climate Action Plan** outlines a strategic approach to reducing our environmental footprint, promoting eco-conscious behaviors, and ensuring that sustainability is embedded in our curriculum, operations, and daily practices.

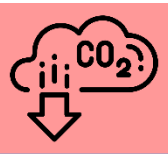
This plan aligns with national and global sustainability goals, emphasising decarbonisation, adaptation & resilience, biodiversity, climate education & green skills. By working collaboratively with students, staff, parents, and the wider community, we aim to create a greener, healthier learning environment that inspires future generations to care for the planet.

Through this action plan, we will set clear objectives, implement practical initiatives, and track our progress to ensure long-term impact. Together, we can make a meaningful difference and lead by example in the pursuit of a more sustainable world.

4 Pillars of Action Planning

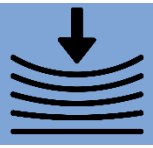
Education settings can work towards the Department for Educations ambitions and create a more sustainable setting for students and staff through the 4 pillars of action which are decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills.

1. Decarbonisation



The first pillar of action for education settings to focus on is decarbonisation which encompasses the built environment, transport, and energy that education settings manage. Decarbonisation is defined as the "process of stopping or reducing carbon gases, especially carbon dioxide, being released into the atmosphere as the result of a process, for example the burning of fossil fuels (Cambridge, 2024)." Staff and students alongside Climate Ambassadors and other organisations can work together to decarbonise current and new built developments through the introduction of more efficient interventions such as LED lighting, air source heat pumps and insulation. Transport wise education settings will need to focus on any vehicles the intuition might own and transition them to electric or to other renewable fuels, however the setting will also need to focus on charging infrastructure and on the transportation methods that staff, and students use to get and leave from the education setting. Lastly the energy the setting uses must be from renewable sources which can be bought through energy companies or be produced through on site solar for example. Through decarbonisation education settings can reduce their greenhouse gas emissions to net zero and reduce their impact their setting has on Climate Change.

2. Adaptation & Resilience



The second pillar of action for education settings to focus on is adaptation & resilience which also encompasses everything, especially the land and built environment that education settings manage. Climate adaptation and resilience is defined as the " wide range of measures to reduce vulnerability to climate change impacts (UNDP Climate Promise, 2024)." Staff and students alongside Climate Ambassadors and other organisations can work together to create a more adaptable and resilient education setting to climate change through interventions such as more arable lands and walls to reduce flooding risk as this is high in England or for example create more green space and plant more trees to reduce the risk of heat islands developing which can cause heat stroke in staff and pupils, especially with rising global temperatures. Education settings can create healthier environments that will both protect that area and those who use it from the adverse impacts of climate change and protect the areas which educate the next generation. Through adaptation & resilience education settings can reduce the risk of impact from climate change on their education setting, their staff, and their students as the crisis continues.

3. Biodiversity

The third pillar of action for education settings to focus on is biodiversity which encompasses the natural environment and resources in education settings. Biodiversity is defined as "Biodiversity is all the different kinds of life you'll find in one area—the variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural world. Each of these species and organisms work together in ecosystems, like an intricate web, to maintain balance and support life. Biodiversity supports everything in nature that we need to survive: food, clean water, medicine, and shelter (WWF, 2024)." Staff and students alongside Climate Ambassadors and other organisations can work together to nurture the natural side of the planet more in their own education settings and to protect the natural system that provides society with everything it needs to be stable from food, water, shelter and much more. Through biodiversity, education settings can support the recovery of the natural environment such as forests, grasslands, invertebrates, and small fauna within their localities and create more resilient environments.

4. Climate Education & Green Skills

The fourth and final pillar of action for education settings to focus on is climate education & green skills which encompasses the curriculum, staff and students, the education system hosts. Climate education & green skills can be defined as "the knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment (UK Parliament, 2024)." Staff and students alongside Climate Ambassadors and other organisations can work together to ensure sustainability is embedded in everything that students do within their educations settings to ensure they have the skills and knowledge in society where all job sectors and areas of personal life will need to be done in a sustainable way. Through climate education & green skills, education settings create informed and active generations of society that will be able to continue exploring new solutions to climate change.

Crackley Bank Primary School Climate Action Plan

This Action Plan has detailed below the actions Crackley Bank Primary School needs to achieve by certain deadlines to decarbonise, become more resilient to climate change, promote biodiversity, develop climate education and green skills for students.

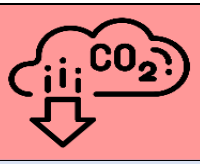
Where Crackley Bank Primary School may not know the answer to an action yet then they can put "to be identified through consultation."

All actions will also need to have an associated difficulty, resource implication and progress update with dates which are detailed in the table below.

Action Difficulty Tracker	Cost Tracker	Progress Tracker
Very Easy to Achieve	£ = £0 - £1,000	Action Achieved & Ongoing
Easy to Achieve	££ = £1,000 - £10,000	Action Achieved
Difficult to Achieve	£££ = £10,000 - £100,000	Progress Underway
Very Difficult to Achieve	££££ = £100,000 - £1,000,000	No Progress
	£££££ = £1,000,000 - £10,000,000	
	££££££ = £10,000,000 - £100,000,000	

Crackley Bank Primary School's - Climate Action Plan

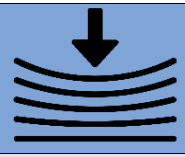
1. Decarbonisation



For Crackley Bank Primary School to decarbonise all the education setting's-built environment, travel and transport, and other sources of greenhouse gas emissions such as procurement.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
D1	Calculate your carbon footprint with Count Your Carbon.	Complete calculation	Beverley Geagen	Release time	By Dec 2025		
D2	Encourage second-hand use with a uniform/clothes swap/book donation.		Laura Gleaves	Emails to parents and social media awareness	By Dec 2025		
D3	Consider composting your food waste and using the compost in other ways, e.g. as fertiliser on wild spaces or growing patches.	Compost heap (wooden) – to be made by Stephen Bentley Communication to staff and pupils	Beverley Geagen	Wood - £40	By Feb 2026		
D4	Put in place a cycling proficiency programme for students and families.	Bikeability course	Lisa Taylor	Emails to parents and social media awareness	By July 2026		

2. Adaptation & Resilience



For Crackley Bank Primary School to adapt the education setting from the impacts of climate change and create a more resilient setting to these impacts.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
A1	Plant more trees around the education setting.	Eco-council time	Beverley Geagean	Trees Release time	Nov 2025		
A2	Designate areas of your site to develop areas of shade for both buildings and staff/learners.	Structure to provide shade on each yard area	Lisa Taylor and Stephen Bentley	Structure	April 2026		
A3	Establish baseline of water usage and wastewater.	Water usage monitoring Introduce water tank banks to reduce flush volume	Laura Gleaves and Stephen Bentley	£10 per pack of 3	Oct 2025		
A4	Promote benefits of water efficiency to staff students and parents and guardians.	Assembly to promote water efficiency	Lisa Taylor	Assembly time Emails to parents and social media awareness	Feb 2026		

3. Biodiversity

For Crackley Bank Primary School to create a biodiverse and flourishing natural environment within the education setting focusing on local nature recovery.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
B1	Create a wild herb and flower garden.	Eco-council time	Beverley Geagean	Seeds	March 2026		
B2	Take part in a community clean up operation in the local area or organise your own.	Eco-council time	Beverley Geagean	Litter pick equipment	Ongoing – ½ termly		
B3	Create a hedgehog friendly campus.	Eco-council time	Beverley Geagean	Wood	September 2026		
B4	Install bat boxes, swift boxes, bug hotels around the setting.	Eco-council time	Beverley Geagean	Wood	September 2026		

4. Climate Education & Green Skills

For Crackley Bank Primary School to embed sustainability and climate education in the education setting to ensure all staff and students have the knowledge and skills to continue embedding sustainability in everything they do now and in the future.

Action Code	Action	Items	Lead(s)	Resources	Timeline	Carbon Saved (tCO2e)	Reporting
C1	Create a Green Team.	Eco-council identify a sepcifc Green Team using Y5&6 members	Beverley Geagean	Eco-coucil time	October 2025		
C2	Consider conducting an audit of your curriculum to understand where your learners are exposed to climate change, nature and the importance of sustainable actions, and where the gaps lie.	Curriculum review – ½ termly	Emma Kelly	Staff meeting time	Ongoing 2025 - 2026		
C3	Identify opportunities within the existing curriculum across all subjects to embed sustainability.	Curriculum review – ½ termly	Emma Kelly	Staff meeting time	Ongoing 2025 - 2026		
C4	Support staff with training to help them deliver high quality climate education.	Staff training	Emma Kelly	Staff meeting time	Ongoing 2025 - 2026		

This plan allows **Crackley Bank Primary School** to set out their own ambitions with students and staff in a realistic and impactful way to ensure they achieve the main goals of the 4 pillars.

Action Plan Governance

This document will be reviewed half-termly in line with the school's monitoring of its development plan. Its progress will be reported to the Board of Trustees and Governors on an annual basis.

Conclusion

In conclusion, our sustainability plan reflects our commitment to creating a greener, more responsible future for our students, staff, and the wider community. Through education, action, and innovation, we will integrate sustainability into daily school life, empowering students to become environmental stewards. By reducing our carbon footprint, promoting eco-friendly practices, and fostering a culture of responsibility, we strive to make lasting, positive changes. Together, with dedication and collaboration, we will build a more sustainable school environment—one that inspires future generations to care for our planet and drive meaningful change.