

**Cobbs Brow Primary School**

**Climate Action Plan 2025-2026**

**Our Vision**

To ensure that all teachers and school leaders are equipped to give children and young people the knowledge and tools to understand climate change, take climate action and protect the environment by:

- Supporting teachers and school leaders to become experts when teaching children and young people about sustainability and climate change.
- Developing a shared language / vocabulary about what climate change and sustainability is.
- Increasing awareness of the environmental impacts of climate change within the community, staff and children.
- Engaging people to care about the environment and to act to reduce the impact of climate change.
- Equipping children to make sense of climate change, discuss what is happening with their peers and ask questions.
- Supporting children to care for their community and environment.

**Adaptation and Resilience**

Action	Link to Improvement Plan / School Policies	Key Stakeholders	Timescale	Information / resources required	Cost	Evaluation
<p><u>Water sustainability:</u>                      Raise awareness around water consumption. Use water-efficient appliances: Conserve water while using appliances: Run dishwashers with full loads and use eco-settings.                      Turn off the tap: Don't let the water run while washing dishes. - Push taps mostly throughout school. Rainwater harvesting: Collect</p>	<p>Geography Curriculum and Policy:  <b>Human and physical geography</b> – understanding the relationship between humans and the environment; exploring the Earth's natural features and processes; considering the impact of human activity on settlements; learning about land use, trade and natural resources.</p>	<p>Whole school</p>	<p>Sept 25-                      Sept 26</p>	<p><a href="https://www.groundwork.org.uk/greening-community-spaces/how-to-create-a-rain-garden-planter/">https://www.groundwork.org.uk/greening-community-spaces/how-to-create-a-rain-garden-planter/</a></p>		

rainwater for non-potable uses. Use of irrigation system for the planters and polytunnel in the school grounds. Any water left in water bottles at the end of the school day can be disposed of in the planters so that water is used to water plants.		Netafim Governor JG				
<b>Decarbonisation</b>						
Action	Link to Improvement Plan / School Policies	Key Stakeholders	Timescale	Information / resources required	Cost	Evaluation
<b>Carbon footprint:</b> Calculate the school's carbon footprint using Eco-Schools <a href="#">Count Your Carbon tool</a>		SLT TB – Climate Change counsellor	Spring 26	National Education Nature Park <a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a>  Let's go zero <a href="https://letsgozero.org/">https://letsgozero.org/</a>		
<b>Eco-Warriors:</b> Set up an eco-group who can promote reducing electricity consumption in school. They will ensure that lights are turned off in rooms when they are not in use / ensure doors and windows are closed during cold weather.	Our PSHE scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing	School Council / SJ	Spring 26	Eco-schools: <a href="https://www.eco-schools.org.uk/">https://www.eco-schools.org.uk/</a>		

	change and understanding their rights and responsibilities as citizens.					
<p><b>Purchasing: Promote ways to reduce purchasing.</b></p> <p><u>Pre-loved uniform:</u> Direct parents to pre-loved uniform items before purchasing new ones from school.</p> <p><u>No-rubbish packaging:</u> Promote healthy snacks at breaktimes which will have zero packaging, i.e. fruit in a re-useable container.</p>	<p>Geography policy: We want children to become passionate about the world they belong to and to develop a keen interest in current local, national and international issues, such as local planning impacts in our town, plastic pollution and climate change.</p>	<p>Hannah E</p> <p>Whole School</p>	<p>Sept 25- Sept 26</p>			
<p><u>Transport:</u> Introduce and promote the 'Walk 2 school' scheme by having a 'Walk on Wednesday'. Encourage families to walk / scoot / cycle / car share where possible / walk the last bit of the journey to school.</p>		<p>Whole School</p>	<p>Spring 26</p>	<p><a href="https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week-2026/">https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week-2026/</a></p>		
<p><u>Waste:</u> Review the use of single use plastics (e.g. in lunches)</p>	<p>Impact of Geography SDP: Develop a stronger sense of place and connection to their community. Stronger</p>	<p>Whole School</p>	<p>Spring &amp; Summer 26</p>	<p><a href="https://plasticfreeschools.org.uk/">https://plasticfreeschools.org.uk/</a></p> <p><a href="https://www.plasticfreejuly.org/">https://www.plasticfreejuly.org/</a></p>		

Sign up to plastic free schools - Achieve Plastic Free Schools accreditation. Successfully use the resources to educate children on reducing plastic waste. Commit to eliminating 3 types of single use plastic and get sent a plaque.	community links established.					
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**Biodiversity**

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Action	Link to Improvement Plan / School Policies	Key Stakeholders	Timescale	Information / resources required	Cost	Evaluation
Biodiversity: Classes to undertake a BioBlitz around school in each term- can use National Education Nature Park's 'Hidden Nature Challenge' to gather and track biodiversity data. Each year group has an area of the school grounds to study throughout the year. As part of the BioBlitz, the class finds and identifies as many species as possible in a specific area.	<p><u>Science Policy:</u></p> <p>At Cobbs Brow, we have identified three strand which run through our science curriculum:</p> <ul style="list-style-type: none"> <li>- Scientific knowledge and understanding: observing, studying and explaining the physical world</li> <li>- Working scientifically:</li> </ul>	EYFS, KS1 and KS2 staff	Jan 26 – Jan 27	<a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a>		

<p>Biodiversity: Develop polytunnel area. Raise awareness of food seasonality and use the tunnel to grow food. Plant wild flower seeds to create a wild flower garden. Let parts of the school field grow longer.</p>	<p>using different methods of scientific enquiry to understand the world around us</p> <ul style="list-style-type: none"> <li>- Science in action: how science can be used and its impact on our day to day lives</li> </ul>	<p>Netafim (JG) Midstream Gardening Club</p>	<p>Sept 25 – Sept 26</p>	<p>Midstream Garden Centre Netafim</p>		
<p>Biodiversity: Register for National Education Nature Park. Undertake biodiversity mapping of habitats in the school site.</p>	<p>These strands run through our seven key areas: plants; animals including humans; living things and their habitats; materials; energy; forces, Earth and space; and making connections.</p>	<p>LP, HW and DB</p>	<p>Sept 25- Sept 26</p>	<p><a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a></p>		

**Climate Education**

Action	Link to Improvement Plan / School Policies	Key Stakeholders	Timescale	Information / resources required	Cost	Evaluation
<p>Curriculum: British Science Week 2026 theme: Curiosity:</p>	<p>Science Policy:</p> <ul style="list-style-type: none"> <li>• Making links between science and other subjects.</li> </ul>	<p>EYFS, KS1 and KS2</p>	<p>March 26</p>	<p><a href="https://www.britishtscienceweek.org/">https://www.britishtscienceweek.org/</a></p>		

What's your question? (Link to sustainability)						
Curriculum: Audit the current sustainability content in the curriculum, looking for links where climate education can be included. Embed climate change and sustainability into our curriculum (across all subjects). Focused initially on science, geography and PSHE curriculum (eco-anxiety).	Geography policy: We want children to become passionate about the world they belong to and to develop a keen interest in current local, national and international issues, such as local planning impacts in our town, plastic pollution and climate change.	LP, DB, HW	Spring 26			
Curriculum enrichment: Children and Staff are to take part in a whole school Climate Change Day in order to raise awareness and understanding of what climate change is.	Geography Curriculum and Policy: <b>Human and physical geography</b> – understanding the relationship between humans and the environment; exploring the Earth's natural features and processes; considering the impact of human activity on settlements; learning about land use, trade and natural resources.	Whole School	January 26	<a href="https://www.earthday.org/education">https://www.earthday.org/education</a>		