

Copperfield Primary Academy

Sustainability and Climate Action Plan

2025-2028



The Department for Education states that 'settings and trusts have the greatest success in driving change where there is a holistic action plan that is supported by a leadership team with the authority, knowledge, and commitment to take it forward.' (DfE, 2023). The following statements are taken from their guidance.

Ensuring you have clear leadership for sustainability in place, and a climate action plan, will help your setting to:

- increase the confidence and expertise of your leadership team, staff, learners, and students in understanding climate change and how positive change can be achieved
- create a culture that prioritises sustainability
- share effective practice with other education settings and develop a peer-to-peer learning network
- use data to identify and prioritise action
- improve energy and water efficiency
- calculate your 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

Sustainability in REAch2

The Priority s detailed above are in line with the REAch2 Always Aiming Higher Strategy with Sustainability being one of the four strategic goals: transform our approach to sustainability across REAch2 by inspiring our children to become environmental ambassadors, unlocking their potential to make positive change.

Sustainability Strategic Goals

1. All children develop a depth of knowledge to understand environmental sustainability and the actions that they can take to become ambassadors for change.
2. By 2027 we will significantly reduce our carbon footprint.

3. REAch2 will implement environmental initiatives that promote, preserve and enhance local biodiversity.

To achieve this we will:

- Ensure every school develops a sustainability action plan placing ecological literacy and environmental sustainability at the heart of its curriculum.
- Support all REAch2 schools to achieve a nationally recognised award through developing rich biodiverse environments.
- Involve all children in community activities to promote positive environmental activity in their local area.
- Adopt a range of activities which connect children with nature, ensuring their investment in the world around them.
- Reduce our carbon footprint through improving the built estate and developing planet-friendly procurement processes.
- Invest in our people to achieve accreditation in environmental sustainability.

Additional Information

Climate Action Plans, but work towards addressing the action areas outlined in Sustainability and Climate Change: A Strategy for the Education and Children's Services System (DfE December 2023)

[Sustainability and climate change: a strategy for the education and children's services systems – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-system)

Action area 1: Climate education

Action area 2: Green skills and careers

Action area 3: Education estate and digital infrastructure

Action area 4: Operations and supply chains

Action area 5: International

Area 1: Decarbonisation						
Example: calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Reduce energy usage	Review heating timer to ensure that it is only on for the times needed and at the optimum temperature setting.	Site Manager	Ongoing	Headteacher	-Heating will be efficient & only on when school requires heating. -Gas bill reduced.
2	Reduce energy usage	Ensure that lights and equipment is turned off when rooms are not in use.	All staff/pupils	Ongoing	Headteacher/Deputy Headteacher Eco Prefects Sustainability Leader	-There will be an energy awareness across the school. -Where an area of the school is not in use, all electrical items will be off, inc. lights. -Electricity bill reduced.
3	Reduce energy usage	Turn IT equipment off at plug at then end of the day.	All staff	Ongoing	Site Manager / Headteacher / Deputy Headteacher	-All plugs sockets will be switched to off at end of day. -Electricity bill reduced.
4	Reduce energy usage	Participate in annual awareness events such as Cut Your Carbon or Switch it off campaigns. Cut Your Carbon Switch It Off	All staff/pupils Eco Prefects	Ongoing	Sustainability Leader	-There will be an energy awareness across the school. -Where an area of the school is not in use, all electrical items will be off, inc. lights. -Electricity bill reduced.
5	Reduce CO2e emissions from deliveries	Develop systems for ordering resources which reduce the number of deliveries to one or less each week. Reduce the use of Amazon deliveries.	Office Coordinator	Ongoing	Headteacher	-By planning ahead, there will be larger but fewer deliveries.
6	Reduce CO2e emissions from travel (staff and pupils)	Review schools travel plan and identify ways to reduce the number of children who drive to school.	Staff/Parents Eco Prefects	Ongoing	Eco Prefects Sustainability Leader	-Where possible, staff will car share to reduce CO2 emissions.

		<i>Many local authorities have travel schemes and are able to support schools with resources.</i> How to create a school travel plan Mode Shift Stars TfL Travel for Life				-Where possible, we will walk to local venues for school trips or take the train. -Where possible, majority of pupils will walk to school.
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Area 2: Adaptation and Resilience

Example: Taking actions to reduce the risk of flooding and overheating

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Develop response plans to build resilience in the school.	Establish protocols for rapid recovery after climate events (e.g what to do if areas of the school grounds always flood).	Site Manager / Headteacher / Deputy Headteacher	Ongoing	Headteacher / Deputy Headteacher	-Alternative exit route out of school provided – communicated through Dojo. -Close off area of school until flooding subsides. -Use school hall for contingency if classroom floods.
2	Develop response plans to build resilience in the school	Identify areas of the school that are impacted in extreme weather. What actions can you take to mitigate the impact of these events?	Site Manager / Headteacher / Deputy Headteacher	Ongoing	Headteacher / Deputy Headteacher	-School field, School Forest, EYFS outside environment closed off during high winds and torrential rain to minimise risk of staff and pupils being harmed by flying resources or falling trees.
3	Prepare the school for the physical impacts of overheating from climate change	Create green walls in grey areas/hot areas to reduce heat. Introduce rainwater harvesting into planters to reduce risk of flooding	Site Manager / Sustainability Leader Eco Prefects	Ongoing	Sustainability Leader / Headteacher	-Building of allotments with natural irrigation systems that reduce risk of flooding. -Renewal of blinds across school to cool school building (which is largely made of glass).

		Example of rain garden				-Ensure windows and doors are open first thing in the morning to reduce overheating in class. -To purchase pagodas for outdoor events such as Sports day.
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Area 3: Biodiversity						
Example engaging with the National Education Nature Park						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Increase school's knowledge of own site and biodiversity	Register and engage with The Education Nature Park materials Education Nature Park	Sustainability Leader Eco Prefects	Whole Trust Priority : July 2026	Sustainability Leader Headteacher Science Leader	-We will be equipped with the knowledge of how to create greener spaces across our school so that we can encourage biodiversity. -We will also be able to take part in national initiatives and provide training to our staff.
2	Increase biodiversity across the school grounds	Develop grey areas of school ground so they become greener. Education Nature Park	Sustainability Leader Eco Prefects	July 2025	Sustainability Leader Headteacher Science Leader	-We will have a richer and more diverse range of insects visiting our school grounds. -Our children's education will be enhanced by studying the wildlife in our local environment.
3	Increase biodiversity across the school grounds	<i>Possible actions could include:</i> Nature-related initiatives for promoting carbon reduction bio-diversity: ➤ Forest schools. ➤ Raised beds / sensory gardens. ➤ Gardening clubs. ➤ Bee sanctuaries. ➤ Planting of pollinators. ➤ "No-mow" areas. ➤ Butterfly bushes. ➤ Bug hotels. ➤ Worm farms (to support composting). ➤ Ponds.	Sustainability Leader Eco Prefects	July 2025	Sustainability Leader Headteacher Science Leader	-Children will be equipped with life skills and develop confidence and self-esteem through child-led hands-on experiences in a natural setting. -We will have a richer and more diverse range of insects visiting our school grounds. -Our children's education will be enhanced by studying the wildlife in our local environment.

	➤ Tree planting (applications to Woodlands Trust) ➤ Chickens (selling the eggs). ➤ School animals. ➤ Allotments – growing, cooking and eating / selling own food (“seed to table”). ➤ Water recycling, “cisternisers” and rainwater harvesting. <i>This can be done in conjunction with Estates and grounds maintenance team.</i> WWF Sustainability for Schools Guide RSPB Wild Challenge				

Area 4: Climate Education and Green Careers

Example: Ensuring the education you provide gives the knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Embed Climate Change Education (CCE) into science curriculum	Using the REAch2 CCE knowledge implementation grid or map the essential science CCE knowledge into the school curriculum Or Adopt the REAch2 adapted science curriculum which includes CCE.	Science Leader Sustainability Leader	Whole Trust Priority: September 2026	Headteacher	–Current Science Curriculum will be checked and mapped to include the essential CCE knowledge by July 2025 ready for September 2025. –Children will be able to recall key facts from the CCE curriculum when collecting pupil voice in October 2025.

2	Embed Climate Change Education into geography curriculum	Using the REAch2 CCE knowledge implementation grid or map the essential geography CCE knowledge into the school curriculum Or Adopt the REAch2 adapted geography curriculum which includes CCE.	Geography Leader Sustainability Leader	Whole Trust Priority: September 2026	Headteacher	-Adapted Geography curriculum in readiness for Sept 2025. -Pupil voice evidences children's understanding of climate change in the context of Geography.
3	Increase opportunities for outdoor learning and engaging with nature	Register and engage with The Education Nature Park materials Education Nature Park <i>Outdoor learning is different in every school with some schools only accessing this in EYFS and other schools having effective Forest School and other opportunities. As a Trust we are looking at ways to increase equity in the offer provided.</i>	Forest School Leader Science Leader Geography Leader Sustainability Leader	Whole Trust Priority: July 2026	Headteacher / Deputy Headteacher	-Increased opportunities for outdoor learning will enable pupils to be inspired by nature and have a greater awareness for why it is so important that we care for our environment. -Outdoor learning will provide opportunities to enhance pupils' schema and develop their long-term memory.
4	Empower children to take positive action towards climate change and environmental issues	Deliver assemblies to educate and inform children of actions that can be taken.	Sustainability Leader School Council Forest School Leader	Ongoing	Headteacher / Deputy Headteacher	-Our children will be our ambassadors for change, leading our school community in making life choices that will positively impact our local environment and reduce our carbon footprint.
5	Empower children to take positive action towards climate change and environmental issues ds climate change	Participate in awareness events (ensuring children understand why they are important and the impact of their actions) and share information with wider	Sustainability Leader School Council Forest School Leader	Ongoing	Headteacher / Deputy Headteacher	-Eco Prefects will continue to lead whole school events and competitions (e.g. litter pick, pick up litter/dog waste poster, energy savers), promote and share with the

	and environmental issues	community in newsletter and social media.				wider community through our newsletter and Dojo. –Through collaboration with local companies and the local government (Councillor Ashley), the Eco Prefects will take part in local initiatives and raise awareness of the need for us to take action against Climate Change and help to look after our environment together.
6	Empower children to take positive action towards climate change and environmental issues ds climate change and environmental issues	Develop enrichment activities/clubs/groups which allow children to take positive action (ensuring children understand why they are important and the impact of their actions). E.g. Gardening club, Class sustainability leaders, Eco-club	Sustainability Leader School Council Forest School Leader	Ongoing	Headteacher	–Inspired by their gardening club and develop allotments, the children will be motivated to look after their own plants at home and possibly grow their own fruit and veg. –Our children will grow up to be responsible citizens who understand how their actions and choices, can make a huge difference environmentally.

Area 5: Sustainable Living – Other Actions

Example: There may be actions that you are completing that do not fit into the 4 areas above. These can be added here.

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	To reduce the use of plastic in school and understand the impact this will have on the environment.	Register for Plastic Clever Schools Plastic Clever Schools	Sustainability Leader Eco Prefects	July 2025	Sustainability Leader/ Headteacher	-Reuseable containers/Paper bags used for packed lunches (especially trips) -Less plastic waste
2	To reduce water wastage and educate children about why this is important.	Free School Lesson Plans Water Company Resources WaterAid UK Primary resources	Sustainability Leader Eco Prefects	July 2025	Sustainability Leader/ Headteacher	-Children will have a greater awareness about the importance of turning off taps properly and only using the water they require. -Less water waster
3	To reduce the environmental impact of school uniform.	Introduce a Pre-Loved uniform rail and promote the positive impacts on parents using this. Work with uniform provider to see if items can be made from recycled materials. Reduce the items of branded uniform so that it can be donated to clothes bins/charity shops after use. Have a textile recycling bin on the school site (this also raises money for the school) Textile recycling fundraising scheme for schools Recycle 4 School The Little Recyclers – School Fundraising	Pastoral Team	Ongoing	Pastoral Team/ Sustainability Leader/ Headteacher	-Working with the local community to share any donated or unwanted school uniform with free uniform stall available every Wednesday will enable parents to acquire uniform free of charge. -PE kit swap shop for parents will enable parents to acquire PE kit free of charge. -Continuing to reduce items of branded uniform will enable parents to buy uniform more affordably and for us to encourage our parents to be more sustainable by donating it to the local charity shop.

		For info: Sustainable School Uniforms: The Advantages for Students and Schools – Kapes Uniforms				
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Area 6: Catering						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Catering	Move to electric energy efficient ovens (when schools need to replace).	Catering Managers	2025/2026 Academic Year	Assistance from Estates regarding moving to energy efficient ovens (as needed)	Reduction in energy use and costs
2	Catering	Review switch on of equipment (modern ovens do not take long to heat up, this will reduce the time needed for fans).	Catering Managers	2025/2026 Academic Year	Site Manager / Deputy Headteacher / Headteacher	Reduction in energy use and costs.
3	Catering	Regular maintenance of equipment.	Catering Managers	Ongoing	Site Manager / Deputy Headteacher / Headteacher	Extended equipment life
4	Catering	Regular defrosting of fridges and freezers where required and temperatures to be at the correct setting.	Catering Managers	Ongoing	Site Manager / Deputy Headteacher / Headteacher	Reduction in food waste and cost due to less freezer burn
5	Catering	Turn down heat in kitchens (reduce overheating from ovens).	Catering Managers Site Managers	Ongoing	Daily opening checks by Catering Managers Site Manager checks Service visit checks by catering support	Reduce energy bills
6	Catering	Any outside water pipes for the kitchens to be lagged.	Catering Managers Site Managers	July 2025	Site Manager/Headteacher	Reduction of: frozen/burst pipes Water loss

						Cost
7	Catering	Any leaks in the kitchens to be dealt with on reporting	Catering Managers Site Managers	Ongoing	Site Manager/ Headteacher/ Deputy Headteacher	Reduction of: Water loss Cost
8	Catering	Maintenance contracts in place to ensure equipment is operating at the correct temperatures.	Catering Managers Site Managers	Ongoing	Site Manager / Headteacher / Office Coordinator	Reduction in energy usage and cost (due to equipment efficiency)
9	Catering	Have a percentage of school grown fruit, salad and vegetables for children to grow, care for and bring to the school kitchen.	Headteacher Catering Manager 11 Before 11 Adventure Ambassador Site Manager	From July 2025 (Allotments built in 2026)	Sustainability Leader / Headteacher / Deputy Headteacher	Whole school change in attitude to food production and waste. Percentage of fruit/vegetables school grown
10	Catering	Where budgets allow, work with local farms and food producers to supply food to the school kitchens.	Catering Manager	Ongoing	Headteacher Lead Cook – Caterlink	Change in attitude to food procurement Lower carbon footprint from food miles
11	Catering	Work with suppliers to get suppliers of wonky fruit, salad and vegetables.	Catering Manager Sustainability Leader	Ongoing	Sustainability Leader Headteacher	Change in attitude to food procurement Lower carbon footprint from food miles
12	Catering	Reduce food waste through correct portion sizes and changes in kitchen processes	Catering Manager	Ongoing	Headteacher	Reduction in CO2e emissions from food waste Reduced cost
13	Catering	Menu reviews	Catering Manager Pupil input	Ongoing	Headteacher	Reduction in carbon footprint of meals Reduction in food waste Reduction in cost

						Children understand the reasons why we should consider what we are eating (local, seasonal, plant based)
14	Catering	Reduce meat consumption	Catering Manager	Ongoing	Headteacher	Reduction in carbon footprint of meals Reduction in cost Children understand the reasons why we should be consuming less meat
15	Catering	Farm to table (where budgets allow)	Catering Manager Sustainability Leader	Ongoing	Sustainability Leader Headteacher	Reduction in carbon footprint of meals Reduction in food miles

Appendix 1:

As many of the actions taken to support schools are completed centrally, the following is the REAch2 Estates Climate Action Plan. Actions from here can be added above to become school specific.

Trust Wide Estates Actions						
Area 1: Decarbonisation						
Example: calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Prioritised HD initiatives / works / projects / condition improvements – funded through SCA and Salix bids – prioritise expenditure against tCO2e.	JFC	Ongoing	Exec's	Positive impact on carbon reduction as per SECR Report
2	Estates	Centralised procurement of utilities and services: ➤ <i>Green energy.</i> ➤ <i>Bill validation and usage monitoring to quickly identify / rectify spikes in consumption.</i>	JFC	December 2024	Head of Estates	Positive impact on carbon reduction as per SECR Report
3	Estates	Centralised procurement of sustainable grounds maintenance that also supports school biodiversity.	JFC	September 2024	Head of Estates	Positive impact on carbon reduction as per SECR Report
4	Estates	SECR Reporting on carbon footprint to measure performance against Trust KPI's.	JFC	Annually & Ongoing	Trustees	5% carbon reduction per annum as per Trust KPI and achieving 45% by 2030
5	Estates	EV charging points (and capacity for).	JFC	July 2025	Exec's	Assessment of take-up and usage, post-installation.
6	Estates	"School Switch-Off" checklists and Trust-wide energy-saving initiatives.	JFC	February 2025	Head of Estates	Positive impact on carbon reduction as per SECR Report
7	Estates	Travel less and work better / smarter: ➤ <i>Reduced site visits by 50% to 1 per term but work to an</i>	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report

		<i>enhanced, structured agenda with greater time spent on site overall.</i> ➤ <i>More efficient planning / grouping of site visits geographically to reduce travel.</i> ➤ <i>Avoid unnecessary face-to-face meetings – use Zoom / Teams.</i> ➤ <i>Collaborate with other service areas to reduce overall number of site visits.</i> ➤ <i>Car-sharing initiatives.</i> ➤ <i>Greater use of public transport infrastructure inc’ bus / rail cards</i> ➤ <i>Introduce video demo’s and run-throughs to reduce necessity to visit site.</i> ➤ <i>Drone technology to reduce the need for contractor attendance on site to provide access.</i>				
8	Estates	Go “paperless”, work more virtually / digitally and centralise resources electronically.	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report
9	Estates	Eliminate unnecessary electronic communication and reduce device charging (reduce number of devices – combined laptop / tablet)	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report
10	Estates	Collaboration with other Service Areas – align with their plans / ambitions / commitments.	JFC	Started January 2024 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report

11	Estates	Work with local community stakeholders to facilitate school travel carbon-reduction initiatives: ➤ <i>Brokering of locations for "Park & Stride" initiatives).</i> ➤ <i>Cycle to work schemes.</i> ➤ <i>Car-sharing.</i>	JFC	Ongoing as Opportunities Arise	Head of Estates	Positive impact on carbon reduction as per SECR Report
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Trust Wide Estates Actions

Area 2: Adaptation and Resilience

Example: Taking actions to reduce the risk of flooding and overheating

	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Embed "Green Construction" as part of the design stage for all PMP and Capital Projects.	JFC	Started January 2018 and Ongoing	Head of Estates	Positive impact on carbon reduction as per SECR Report in general and reductions in energy expenditure per school.
2	Estates	Procurement & Contractors: ➤ <i>Greater emphasis at pre-qual' stage on contractors who operate sustainably.</i> ➤ <i>Recycled and sustainable construction materials from sustainable sources.</i> ➤ <i>Reduction of single-use packaging.</i> ➤ <i>Environmentally-friendly cleaning and construction materials.</i> ➤ <i>Local contractors / suppliers to reduce travelling / delivery distances.</i> ➤ <i>More battery-operated machinery / less petrol / diesel-driven machinery.</i>	JFC	Started January 2024 and Ongoing	Head of Estates	Positive outcomes of regular contract review processes

Trust Wide Estates Actions						
Area 3: Biodiversity						
Example engaging with the National Education Nature Park						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Nature-related initiatives for promoting carbon reduction bio-diversity: ➤ Forest schools. ➤ Raised beds / sensory gardens. ➤ Gardening clubs. ➤ Bee sanctuaries. ➤ Planting of pollinators. ➤ "No-mow" areas. ➤ Butterfly bushes. ➤ Bug hotels. ➤ Worm farms (to support composting). ➤ Ponds. ➤ Tree planting (applications to Woodlands Trust) ➤ Chickens (selling the eggs). ➤ School animals. ➤ Allotments – growing, cooking and eating / selling own food ("seed to table"). ➤ Water recycling, "cisternisers" and rainwater harvesting.	JFC	Ongoing	Head of Sustainability	Positive feedback from schools

Trust Wide Estates Actions						
Area 4: Climate Education and Green Careers						
Example: Ensuring the education you provide gives the knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this.						
	Key Priorities	Actions/Next Steps/resources	Responsible Person	To be completed on/by	Monitoring	Success criteria
1	Estates	Sustainability training for key stakeholders.	JFC	Every 2 Years (started Summer 2024)	L&D Team	Attendance / engagement levels and monitoring of

						practical implementation at school level plus positive impact on carbon reduction as per SECR Report
2	Estates	Support with School / Trust accreditation processes: ➤ <i>Accreditation for being eco-friendly as a Trust</i> ➤ <i>Eco schools (bronze awards etc)</i> ➤ <i>Quality marks</i> ➤ <i>Go green initiative</i> ➤ <i>UNESCO development goals</i>	JFC	Ongoing	Head of Sustainability	Measured increase in number of successful accreditations

References

[DfE Sustainability leadership and climate action plans in education](#)

[DfE Sustainability and climate change: a strategy](#)

[UN Education is key to addressing climate change](#)