








Your School's Climate Action Plan



Rucstall Primary School - 23/02/25

Your Action	In a bit more detail	Looking for inspiration
<p>Investigate your school food procurement</p>  <p>Pathway: Curriculum</p>	<p>Food and drink production and distribution contributes 20% of UK carbon emissions every year and is the leading cause of deforestation, land use change and biodiversity loss.</p> <p>Co-benefits</p> <p>Encouraging sustainable and healthy eating.</p>	<p>The Food for Life programme is about making good food the easy choice for everyone – making healthy, tasty and sustainable meals the norm for all to enjoy, reconnecting people with where their food comes from, teaching them how it’s grown and cooked, and championing the importance of well-sourced ingredients.</p>
<p>Your Notes New cater to be obtained > questions to be asked linked to food choices.</p>		
<p>Explore how your local area connects to the ocean and how litter travels from sources on land to the sea</p>  <p>Pathway: Curriculum</p>	<p>It’s estimated that 80% of litter in the ocean comes from inland sources, showing that no matter how far we live from the sea, our actions can affect marine life.</p> <p>Co-benefits</p> <p>Helps to get students to raise awareness in their community.</p>	<p>Marine Conservation Society provides a lesson plan and worksheets for 7-11 year olds, to help students understand the ocean and humans are inextricably interconnected.</p>
<p>Your Notes Exploration and learning to continue within assemblies with HT.</p>		

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<p>Promote active travel on the school run</p>  <p>Pathway: Culture</p>	<p>1) Start a walking bus</p> <p>Work with parents/carers to set up walking buses. A walking bus is a group of children and adults who walk to school along a set route, picking up more students along the way. When done on a regular basis, adults can take it in turns to accompany the walking bus.</p> <p>2) Create and share a map of low pollution walking routes to school</p> <p>A walking zone is a defined area around the school within which children and families are encouraged to walk. Work with students to use mapping software to create a map of low pollution walking routes within the walking zone, and distribute this across the school community.</p> <p>3) Launch a week-long active travel challenge to encourage your students to try walking or cycling to school</p> <p>By trying walking and/or cycling to school as part of a fun challenge week, new travel habits can be formed as families and students experience the benefits of active travel.</p> <p>Co-benefits</p> <p>Physical activity improves physical and mental health. There are also beneficial social outcomes.</p>	<p>Living Streets hosts an annual Walk to School Week.</p> <p>Living Streets' 'Walking Zones' lesson plan involves children in the set up of a walking zone. Use the 'Creating a map of low pollution walking routes' guide to lead your students through a map-making activity.</p> <p>Take a look at our case study of a school using Clean Air Day to launch their brand-new walking bus as a way to reduce children's exposure to pollution.</p> <p>Download Clean Air Day's the 'How to: Organise a walking bus to school' guide or 'Walking bus banner' and get walking.</p> <p>Check out our case study of a Clean Air Route map design helping 96% of children to walk to school in Bow.</p> <p>Sustrans have resources available to help encourage children to cycle to school.</p>
<p>Your Notes WOW campaign to be led by DHT to support engagement in walking to school. (n.b. numbers already high)</p>		

Your Action	In a bit more detail	Looking for inspiration
<p>Run a campaign to stop food waste at lunchtime</p>  <p>Pathway: Culture</p>	<p>Stopping food waste reduces the school's carbon footprint.</p> <p>Working with pupils in the Eco team and the school kitchen devise a campaign to prevent food waste. Consider food wasted in the kitchen and food waste that is not eaten.</p> <p>1) Work with kitchen staff and the Eco team to organise food waste audits including food wasted in preparation, spoilage and from plates. It may be necessary to run the audit several times to identify trends.</p> <p>2) Create an action plan to share your findings with the whole school and sets targets to reduce food waste for a certain period.</p> <p>3) Organise how you will promote your campaign.</p> <p>Co-benefits</p> <p>It saves money on food purchasing and waste disposal.</p>	<p>WRAP's report on food waste in schools may be old but is still useful and can be found here.</p> <p>Food Savvy have more information of how to reduce food waste in schools here.</p> <p>Western Riverside Waste Authority (WRWA) have more information about how to reduce waste and recycle here.</p> <p>This action supports the key area of "our production and consumption of resources" which is part of the GMCA's 5 year environment plan.</p>
<p>Your Notes</p> <p>Food waste meeting with admin and site team.</p> <p>Suez to add food waste bin.</p> <p>Child awareness and staff of disposing of food waste separately > children's kitchen and KS1 playground.</p>		
<p>Raise funds for your school or other causes by recycling unwanted clothes</p>  <p>Pathway: Community</p>	<p>When clothing is thrown away it goes to landfill sites. These landfill sites do not provide an atmosphere where clothing can biodegrade which leads to the clothing releasing harmful greenhouse gases.</p> <p>If we recycled 100 million lbs of our pre-loved clothing that would be the same as taking 35,000 cars off of the road.</p> <p>Co-benefits</p> <p>This action redirects and stops unwanted clothes going to landfill, develops students' awareness of textile recycling. Money could be raised for school or a charity.</p>	<p>Recycle 4 School help organise collections of good quality unwanted clothing by encouraging parents, students and staff to recycle their unwanted items, and make a BACS payment into your school fund within 5 working days of the collection.</p> <p>The Recycle 4 School scheme is designed to develop students awareness of textile recycling while providing them with a platform to generate much needed funds for their chosen cause.</p> <p>Alternatively, be creative! Contact the Stitched Up team here, and enquire about a re-fashioning session at your school.</p>

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<p>Your Notes PTFA to run a bags for schools event for collection after the Easter holiday - Spring clear out. Then again at the end of the Summer holiday for uniform (not logos). New uniform supplier with recycled materials to be investigated, as well as recycling schemes.</p>		
<p>Students to take part in a litter survey</p>  <p>Pathway: Community</p>	<p>Litter not only makes our environment look unpleasant, but it impacts the health of thousands of animals every year, as well as reaching and polluting our oceans and rivers.</p> <p>Co-benefits</p> <p>In the process students will be clearing up litter in their local area.</p>	<p>In Marine Conservation Society's Litter in the Environment lesson plan and worksheets, students will experience litter in the environment first-hand by taking part in a litter survey. Results will then be analysed, looking at the sources and properties of litter, considering how it could impact the environment.</p>
<p>Your Notes Continuation of Year 5 team regarding litter picking.</p>		
<p>Run a Switch-off campaign</p>  <p>Pathway: Community</p>	<p>Saving energy saves money and reduces the school's carbon footprint. Co-benefits: pupils find they can make a real difference through the campaign and it reduces the need for energy production.</p> <p>Running a Switch-off campaign needs a whole school push to turn off electrical items when they are not in use or not needed. Challenging assumptions about what is deemed necessary can be important. Do all the lights need to be switched on in a room? Does the projector need to be on all lesson?</p> <ol style="list-style-type: none"> 1) Find out who keeps a check on the school's energy use. 2) Use their data, or data collected in an energy audit, to find out where most energy is used as this is a good place to save it. 3) Get staff and pupils on board by promoting the Switch off. 4) Ask the Eco team to monitor what energy is being used across the school during the Switch off. 5) Ask the pupils to report back to the whole school on the results. 	<p>Eco Schools run Switch-off Fortnight every Autumn term and if you join The Pod you can access lots of support materials.</p> <p>This action supports the key area of "our homes workplaces and public buildings" which is part of the GMCA's 5 year environment plan.</p>
<p>Your Notes Meet with children to establish parameters. Measure data usage before and after - two focus weeks for switch-off campaign.</p>		

Your Action	In a bit more detail	Looking for inspiration
<p>Designate a No Mow Zone in the school grounds</p>  <p>Pathway: Campus</p>	<p>Leaving an area of grass to grow is beneficial for biodiversity.</p> <p>Leaving an area of grass to grow wild can simply mean not cutting the grass in the Spring. The grass will grow and wild flowers are likely to appear, but it will need cutting back in late Summer.</p> <p>1) Talk to senior leaders to contact and discuss the No Mow Plan with the grounds maintenance team.</p> <p>2) Agree a new mowing regime depending on how you want to manage the area. Wild flowers will grow through the grass but it will not be a wild flower meadow as this needs the grass to be removed and the area seeded.</p> <p>3) Work with the Eco team or classes to compare the biodiversity before the grass grows and when it is long.</p> <p>Co-benefits:</p> <p>Having wildlife in the grounds can be woven into a richer curriculum.</p>	<p>The No Mow May project advises that grass is not mown during the month of May. If you want to create a wild area go to The Wildlife Trust. If you want information on creating a wild flower meadow go to the RHS.</p> <p>This action supports the key area of "our natural environment" which is part of the GMCA's 5 year environment plan.</p>
<p>Your Notes</p> <p>Meet with Mrs Sayer and Pupil Leadership Team to discuss best location.</p> <p>HT and Mrs Sayer to discuss an Eco-Committee alongside nature clubbers.</p> <p>Children to then support next steps and leadership to be distributed.</p>		
<p>Install low energy lighting</p>  <p>Pathway: Campus</p>	<p>Low energy lighting can reduce electricity bills and the school's carbon footprint.</p> <p>In a typical school lighting makes up for nearly 50% of the electricity use. Replacing old lighting systems with more energy efficient ones, such as LEDs, can dramatically reduce electricity costs.</p> <p>1) Talk to the site manager who will know about the current lighting.</p> <p>2) Research which lights would best replace the current lights and consider potential savings over time. LED lights will be the most efficient.</p> <p>3) Discuss your findings to senior leaders.</p>	<p>The Department for Education have some simple top tips and recommend improving glazing.</p> <p>Refer to Salix for possible financial support.</p> <p>This action supports the key area of "our homes workplaces and public buildings" which is part of the GMCA's 5 year environment plan.</p>
<p>Your Notes</p> <p>Quotes obtained and SLA referred to > await 25% reduction and then Capital funding to plan in stages</p>		

Actions you already do

Reduce polluting traffic around the school

Pathway: Culture

Get your students to lead their own environmental project

Pathway: Culture

Implement traffic restrictions outside the school gate

Pathway: Culture

Help your students cycle to school

Pathway: Culture

Buy sustainably sourced, recycled paper

Pathway: Culture

Do a school energy audit and prioritise the top three actions

Pathway: Culture

Improve the facilities at school to encourage more people to walk, scoot or cycle

Pathway: Community

Host an environmental event on a topic of your choice at your school, including parents in the school community

Pathway: Community

Support parents to prioritise public transport

Pathway: Community

Engage pupils as Police Community Support Officers outside school

Pathway: Community

Take action against habitat loss by developing habitats in your local area

Pathway: Community

Create a pond or a wetland in the school grounds

Pathway: Campus

Install double or triple glazed windows

Pathway: Campus

Create a rain garden in the school grounds

Pathway: Campus

Set heating to the 'right' temperature

Pathway: Campus

Invest in heating controls from radiator thermostats to building solutions

Pathway: Campus

Provide more sustainable school dinners

Pathway: Campus

Improve insulation, pipe lagging and draft proofing

Pathway: Campus

Create an outdoor classroom

Pathway: Campus

Reduce school related traffic pollution from deliveries and visitors

Pathway: Campus