



Folksworth Church of England Primary School

Climate Action Plan

Decarbonisation

Decarbonisation refers to the process of reducing or eliminating carbon emissions, primarily carbon dioxide (CO₂), from human activities. It involves transitioning from fossil fuel-based energy sources to renewable energy and implementing various measures to lower carbon intensity.

Vision

To work with all stakeholders to move towards net zero by making improvements to the day-to-day running of the school and in future decision making.

What we already do:

Energy

- ✓ Governors have explored the installation of solar panels but the Local Authority were unable to provide a viable business case to proceed with this.
- ✓ Lights are being replaced with LED lights when these require upgrading.
- ✓ Screens and lights are switched off when classrooms are empty. Natural light is used wherever possible to reduce the need for electric lighting.
- ✓ Timers for heating and temperature points are regularly reviewed to reduce the amount of time the heating is on.
- ✓ Outdoor lighting is mainly solar powered. Where the electrical outdoor lighting is used this is for a limited period of time and switched off when not required.

Recycling

- ✓ Classrooms and office spaces all have recycle bins.
- ✓ Children use re-usable water bottles.
- ✓ Folksworth Friends collect old uniform to be sold at a heavily reduced price to other families.

Supplies

- ✓ Supplies purchased in bulk to reduce packaging and save on delivery emissions.
- ✓ Work is set on computer programs reducing the need to photocopy.

Food Waste

- ✓ Lunches are pre-ordered and cooked to order reducing food waste.
- ✓ Food waste is collected at lunchtimes and disposed of in a specific bin allowing this to be composted.

Transport

- ✓ Children are encouraged to come to school on bicycles or scooters. They participate in Bikeability sessions in Years 5 and 6. There are safe spaces to store bicycles and scooters on site.



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Action	Link to School Improvement Plan/ Buildings Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
To reduce carbon emissions by calculating the current carbon footprint and taking measures to reduce this over future years.	N/A	Headteacher.	<u>June 2025:</u> Initial calculation of the school's carbon footprint to give starting point.	Useful links: https://www.eco-schools.org.uk/count-your-carbon/	Annual reduction of carbon footprint.	
Collect food waste, including fruit snacks and dispose of in specific bins reducing landfill and allowing waste to be composted.	N/A	Headteacher, class teachers, support staff and cook.	June 2025	Council collect food waste in separate waste bin.	All food waste collected by LA in separate bins for composting.	
Introduce 'meat-free Mondays' to the school kitchen's menu.	N/A	Headteacher/ Cook	September 2025	Useful links: https://www.eco-schools.org.uk/count-your-carbon/	Annual reduction of carbon footprint.	
Update classroom lighting to LED bulbs.	Building Plan 2627A 2728B	Headteacher	February 2025	Reliant on funding available.	Annual reduction of carbon footprint through reduced electricity usage. Reduction of electricity bills (meter readings).	
Install motion sensors for lighting in classrooms and corridors.	Building Plan 2627D	Headteacher	April 2026	Reliant on funding available.	Annual reduction of carbon footprint through reduced electricity usage (meter readings).	
Develop a travel plan encouraging staff to take zero and lower emission forms or travel to and from school.	N/A	Headteacher	September 2027	https://www.cambridgeshire.gov.uk/residents/travel-roads-and-	Reducing emissions linked to transport to school.	



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				parking/roads-and-pathways/road-safety/road-safety-education-for-schools/school-travel-planning		
Upgrade windows to triple glazing.	Building Plan 2728A	Headteacher/ Office Manager	January 2028	Reliant on funding available.	Insulating and reducing need for heating (lower gas meter readings).	
Review energy suppliers for carbon neutral options.	N/A	Headteacher/ Office Manager/ Governors	Contract renewal dates: Gas March 2027 Electricity October 2028	N/A	Annual reduction of carbon footprint by using sustainable energy sources.	



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Adaptation and Resilience

Adaptation and resilience are crucial for managing the impacts of climate change, even with efforts to mitigate emissions. Adaptation involves adjusting to the actual or expected effects of climate change, while resilience focuses on building the capacity to cope with and recover from climate-related shocks.

Vision

To adapt the building and facilities in response to climate change in order to remain operational in extreme weather conditions.

What we already do:

Building Maintenance

- ✓ Appliances, including air conditioning units and heating, is regularly serviced.
- ✓ Gutters and drains are regularly cleared to ensure efficient drainage of water avoiding flooding.

Water consumption

- ✓ Push taps installed in toilets.

Action	Link to School Improvement Plan/ Buildings Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
Complete assessment of climate and weather risks.	N/A	Headteacher	September 2025	https://climatedataportal.metoffice.gov.uk/pages/lacs-assess-your-risk	Awareness of possible future risks.	
Ensure the building is maintained to ensure the efficient drainage of water to avoid flooding.	Smartlog gutter clearance checks	Office Manager	January 2026 (annually)	N/A	Flood risk reduced.	
Install water butts to collect rainwater.	N/A	Headteacher/ Outdoor Learning lead.	November 2025	https://www.anglianwater.co.uk/SysSiteAssets/househol	Mains water not required for watering plants, etc reducing	



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				d/in-the-community/school-water-audit.pdf	water consumption (meter readings).	
Update blinds in classrooms to block out direct sunlight in extreme heat.	Building Plan 2526C	Headteacher/ Office Manager	March 2026	Reliant on funding.	Reduction of temperature in the classrooms during periods of extreme heat (temperature readings).	
Fit air conditioning units in classrooms to maintain a safe temperature during extreme heat.	Building Plan: Future considerations	Headteacher/ Governors	TBC	Reliant on funding.	Reduction of temperature in the classrooms during periods of extreme heat (temperature readings).	



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Biodiversity

Biodiversity refers to the variety of life on Earth, encompassing the diversity of species, genetic variation within species, and the different ecosystems in which they exist. It's a fundamental aspect of Earth's ecosystems, impacting everything from our food security to climate change resilience.

Vision

To utilise the outdoor environment to increase biodiversity across the school site.

What we already do:

Education

- ✓ Children regularly participate in outdoor learning sessions. These sessions are aimed at developing biodiversity, using the natural environment and maintaining our school grounds.

Grounds

- ✓ The school grounds have spaces where plants and hedgerows grow.
- ✓ The site has a large number of trees.
- ✓ Through outdoor learning sessions children are involved in planting and growing activities.

Action	Link to School Improvement Plan/ Buildings Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
Map and record biodiversity across the school site.	N/A	Headteacher/ Outdoor Learning lead	September 2025	Map of school.	An up-to-date picture of biodiversity which can be annually reviewed to see how this is developing.	
Grow more wildflowers in allocated spaces across the school site to create wildflower meadows.	N/A	Headteacher/ Outdoor Learning lead	March 2026	Wildflower seeds.	Increased biodiversity across the school site evident through maps and photographs.	



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Climate Education and Green Skills

Climate education and the development of green skills are crucial for addressing the environmental challenges of our time. Green skills refer to the knowledge, abilities, values, and attitudes needed to contribute to a sustainable society. This includes technical skills for sectors like renewable energy, waste management, and sustainable agriculture, as well as broader skills like critical thinking, problem-solving, and communication. Climate education, in turn, equips individuals with the knowledge and understanding necessary to engage with these challenges.

Vision

To equip pupils with the knowledge and skills required to be courageous advocates for the environment and to take measures to tackle climate change.

What we already do:

Leadership

- ✓ A governor has been appointed to champion and monitor climate action.
<https://governorsforschools.org.uk/learning-and-events/resources-for-school-governors/sustainability-governors/>

Education

- ✓ Children regularly participate in outdoor learning sessions. These sessions are aimed at developing biodiversity, using the natural environment and maintaining our school grounds.
- ✓ Assemblies linked to climate education.
- ✓ Participation in the Bishop's Lent Challenge linked to climate change.

Action	Link to School Improvement Plan/ Buildings Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress
Map opportunities for climate education across the curriculum.	N/A	Curriculum leads	January 2026	Time allocated in staff meetings to review the curriculum.	Opportunities for children to learn about climate change will be mapped on a school curriculum document.	



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Encourage children to measure and reduce electricity consumption across the school site.	N/A	Outdoor Learning lead	September 2026	https://letszero.org/	Electricity Consumption reduced across the school site (meter readings)	
Encourage children to measure and reduce water consumption across the school site.	N/A	Outdoor learning lead	November 2025	https://www.anglianwater.co.uk/SystemAssets/household/in-the-community/school-water-audit.pdf	Water consumption reduced across the school site (meter readings).	