



Berkeley Primary School
Climate and Sustainability Action Plan



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Author	R.Woods & P.Newsome





Berkeley Primary School Climate and Sustainability Action Plan



In April 2022, The Department for Education released a sustainability and climate action strategic specifically for education settings. All schools are expected to have climate action plan in place, headed by a sustainability lead by 2025. Here at Berkeley Primary School, we endeavour to ensure our children develop into responsible citizens. In terms of climate education, we want to help and support them by:

- Encouraging and helping children who wish to help the environment to do so
- To spend time in nature and to learn more about it
- Influence their school and wider community
- Transfer knowledge into action
- Prepare for a possible future in 'green careers'

The Dasgupta Review 2021 (The Economics of Biodiversity: The Dasgupta Review, 2021), which influenced the DfE's strategy, highlights the importance of timely intervention in tackling the escalating climate crisis. It explained how children's connection with nature is at its strongest during the early primary years, before reaching a low point during the mid-teens. Therefore, school settings must do more to build a love of nature and 'ecological literacy' in their children.

The review argues:

"Our economies, livelihoods and well-being all depend on nature, yet we are degrading it faster than we can regenerate it."

How we plan to deliver our action plan and monitor progress

Our climate action plan will focus on the four main pillars: decarbonisation and net zero, adaptation and resilience, biodiversity and nature and climate education and green skills. Herein this document, actions will be clearly stated and assessed annually over a three-year period. As such, this action plan will outline our long-term vision, placing our stakeholders and community at the centre of everything we do, meeting our Vision "Every Child, Every Chance, Every Day".



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Climate and Sustainability Action Plan



Action	Responsible	Success criteria	Outcome	When
DfE area: Curriculum and green skills				
<u>Curriculum</u> - Increase pupil understanding and engagement with climate issues. - Ensure 'green topics' are outlined by subject leaders in MTPs and weekly overviews. - Map existing curriculum to identify climate education opportunities. - Develop cross-curricular projects related to climate and sustainability (i.e. oracy tasks and Book Club texts). - Geography lead to monitor the impact of fieldwork - Integrate climate and sustainability topics into assemblies and daily routines. - Expand the eco-ambassador programme to include younger children (Year 1). - Organise regular eco-themed events and challenges for pupils. - Organise termly professional development sessions on climate education and sustainability practices. - Provide access to online sustainability training courses. - Share best practice case studies from other schools.	Subject leaders, eco-ambassador lead, headteacher	Updated weekly overviews Book scrutiny and pupil voice by sustainability lead to establish green education is embedded in the curriculum	A dedicated curriculum that develops children's ability to nurture, innovate and aspire to a more sustainable future Enhanced staff knowledge on climate change and sustainability	July 26



Berkeley Primary School
Climate and Sustainability Action Plan



Green skills

- Integrate climate education with career education to promote green careers.
- Arrange visits to or out of school to promote green careers.
- Promote use of outdoor areas for all year groups, i.e. maintaining the garden for growing food.
- Encourage 'green habits' such as turning off lights and recycling.
- Introduce a 'green pledge' for staff and children.
- Reward schemes for sustainable behaviour (stickers, certificates).

Subject leaders,
eco-
ambassador
lead,
headteacher

Observable reduction
in energy waste.
Increased recycling
rates.

Positive engagement
with pledge and
rewards

Long term changes to
behaviours regarding
sustainable
behaviours among
staff and children

July 26

DfE area: Adaptation and resilience

Energy

- Ensure solar panels are maintained and operational.
- Maintain continuous system monitoring.
- Ensure professional inspections and cleaning, when required, occur.
- Continue to look for available schemes and apply for any possible funding.

Business
manager, site
manager and
external
agencies

Reducing cost of
energy use, as seen
in bills

Providing energy for
the wider community

Long term reduction
of energy usage

Annually

Water

- Promote cultural changes within school. Educate both staff and children about water usage.
- Maintain school grounds and clear blocked drains
- Monitor bills and set reduction targets.

Site manager,
business
manager, all

Prevention of excess
surface water

Reduction of surface
water

Annually



Berkeley Primary School
Climate and Sustainability Action Plan



- Perform audit and survey of the school grounds to establish the credibility of water harvesting of non-potable water. - Use events such as 'World Water Day' as stimuli for assemblies. - Ensure Eco-ambassadors monitor water issues within school. - Termly meetings held with Eco-ambassadors.	staff and children	Reduction in water usage	Long term reduction in water usage	
DfE area: Biodiversity and nature				
- Increase variety of plants, especially in parent-accessible areas. - Install bug hotels, bird boxes, and other wildlife habitats. - Create an overgrown wild area to encourage diverse wildlife. - Place informative plaques/stakes explaining plants and habitats. - Promote use of outdoor areas for all year groups, i.e. maintaining the garden for growing food. - Continue to apply for funding or resources through available schemes. - Train selected staff on biodiversity management and maintenance of green spaces. - Collaborate with local environmental groups for expert input. - Develop a maintenance schedule for habitats and planting areas.	Eco-ambassador lead, children, all teaching staff	An increase in green areas within school grounds Green spaces maintained according to schedule Staff trained in biodiversity management. Positive feedback from eco-ambassadors and pupils on green space quality	School grounds that reflect the importance of biodiversity and green spaces A cultural change amongst staff and children	July 26



Berkeley Primary School
Climate and Sustainability Action Plan



DfE area: Decarbonisation and net zero

- Source more locally produced and seasonal food items. - Reduce food waste through portion control and composting. - Educate children about sustainable food choices during lunch. - Ensure solar panels are maintained and operational - Maintain continuous system monitoring. - Ensure professional inspections and cleaning, when required, occur. - Increase the amount of storage for recyclables in classrooms. - Install heat reduction film on windows in heat-affected rooms. - Monitor temperature and energy use pre- and post-installation. - Promote natural ventilation and shading where possible. - Ensure that resource procurement focuses on longevity. - Where possible, repair items rather than ordering whole replacements.	Catering manager, Eco-ambassador lead, site manager, all staff	Increase in local/seasonal food usage Reduction in food waste Pupils demonstrate awareness of sustainable food Completion of film installation Measurable reduction in classroom temperatures Decreased energy consumption for cooling A reduction of resource procurement	A long-term, sustainable approach to food procurement and waste Self-sufficient grounds that reduce emissions A cultural approach to the reduction of embodied carbon	July 26
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Berkeley Primary School
Climate and Sustainability Action Plan



Review 25/26		
DFE area	Evaluation	Areas for development