



Fly high. Soar

Carleton Green Sustainability and Climate Change Action Plan 2025-2028

Our Mission: Flying High for a Greener Future

At Carleton Green Community Primary School, our mission is for every child to "Fly high. Soar!" To truly prepare our pupils to soar in the 21st century, we must equip them with the knowledge, resilience, and passion to protect our planet. Our children are at the heartbeat of everything we do. This Sustainability and Climate Action Plan ensures that as they grow academically and socially, they also grow as green innovators and stewards of the Earth.

We bring our Climate Action Plan to life daily by channelling the CARLETON Code into environmental responsibility:

CARLETON Attribute	How We Apply It to Climate Action & Sustainability
Confident	We empower our pupils to speak up about climate issues and confidently champion eco-friendly changes within our school and the wider Poulton-le-Fylde community.
Achieve	We set ambitious goals for our school estate—striving to reduce energy consumption, minimize single-use plastics, and maximise biodiversity on our grounds.
Responsible	We take ownership of our carbon footprint. Pupils and staff alike understand that our daily choices—from recycling to turning off taps—impact the wider world.

CARLETON Attribute	How We Apply It to Climate Action & Sustainability
Life-long Learners	We weave climate literacy into our dynamic curriculum, fostering a curiosity about science, nature, and renewable solutions that our children will carry with them forever.
Energetic	We actively embrace green travel (walking, wheeling, and cycling to school) and use our energetic outdoor learning sessions to connect deeply with nature in all weathers.
Trustworthy	We hold ourselves accountable. Our Eco-Committee and school family will honestly measure our progress and stay true to our green commitments.
Organised	We systematically manage our waste, resources, and energy, ensuring our school runs as efficiently and sustainably as possible.
Nurturing	We extend our nurturing ethos beyond each other to include the local environment, actively caring for our wildlife, gardens, and global ecosystem.

Our Vision for the Future

By embedding sustainability into the very fabric of the CARLETON Code, we ensure that our pupils do not just learn about the future—they actively shape a cleaner, brighter, and more sustainable one. Together, as a school family, we will fly high and soar toward a net-zero future.

Living Our Vision to "Fly High, Soar!"

At Carleton Green Community Primary School, our overarching vision is to ignite a lifelong love of learning and empower every child to "Fly high. Soar!" We believe that to truly prepare our pupils for the future, we must equip them to face the defining global challenges of their generation. A comprehensive Sustainability and Climate Action Plan is not just an environmental necessity; it is a direct extension of our commitment to nurturing confident, healthy, and responsible individuals of tomorrow. By embedding climate awareness into our school culture, we ensure our pupils leave us with high hopes for the future and the practical tools to protect it.

Our core ethos states that our children are at the heart of everything we do, and we strive to help them understand their positive impact on the world. Climate change can often feel overwhelming to young minds. Our plan approaches sustainability through a nurturing, age-appropriate lens, starting from our earliest learners in Little Chicks up to Upper Key Stage 2.

Rather than fostering anxiety, this plan focuses on empowerment, unique talents, and creativity. It provides a structured space where pupils can see the tangible, positive results of their actions—whether through reducing waste, conserving energy on campus, or enhancing biodiversity.

Our values dictate that we build strong foundations of character, empowering students to be compassionate citizens who are ready to participate in and contribute meaningfully to both their local neighbourhoods and the wider world. Climate change is a global issue with deeply local impacts. By learning to care for our immediate environment in Carleton and Poulton-le-Fylde, our children practice the empathy, mutual respect, and tolerance required to be truly responsible citizens of the 21st century.

At Carleton Green, we are deeply committed to our local community and place immense value on our home-school relationships. Sustainability is a journey that cannot be walked alone; it requires a collective "school family."

This Climate Action Plan serves as a bridge, inviting parents, governors, and local community members to participate in workshops, eco-celebrations, and practical green initiatives. By working in harmony, we can ensure that the sustainable habits taught at school ripple outward into the homes and neighbourhoods of our wider community.

Carleton Green is not just teaching for today. By establishing this Sustainability and Climate Action Plan, we are taking an active, responsible stance to safeguard our environment, optimise our school, enrich our curriculum, and ensure that our children have a safe, thriving world in which they can continue to fly high and soar.

Roles & Responsibilities

- **Sustainability Lead – Mrs Clark**
- **Eco Councillors** – 2 children from each class who meet half-termly, leading pupil voice and action.
- **Outdoor Learning Leader** - Mrs Hicks, Supports outdoor learning, biodiversity projects and nature connection.
- **Sustainability Governor** - Oversees progress and reports termly to FGB.
- **SLT** - Ensures sustainability is threaded through curriculum, premises and school development planning

What is Climate Change?

The dictionary definition is:

A change in global or regional climate patterns, in particular a change apparent from mid to late 20th Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,
- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. Children and young people must meet it with determination, not despair. We must offer them not just the truth but also hope. Learners need knowledge-rich education about climate change. They must also be given the opportunity to act as agents of change through hands-on activities and, later, through guidance and programmes that help them pursue green careers (DFE 2023).

What can we do?

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have an important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy [Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#) our sustainability and climate action plan will focus on:

- **Decarbonisation** e.g. taking action to reduce carbon emissions and becoming more energy efficient.
- **Adaptation and Resilience** e.g. taking action to reduce the risk of flooding and overheating.
- **Biodiversity** e.g. engaging with National Education Nature Park [Home | Education Nature Park](#)
- **Climate Education and Green Careers** e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

- Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature'. Ensuring our children will:
 - ✚ spend time in nature and learn more about it
 - ✚ become actively involved in the improvement of their local environment
 - ✚ know that regular contact with green spaces can have a beneficial impact on their physical and mental health.

Climate adaptation and decarbonisation activities can provide powerful learning opportunities. Ensuring, our children will:

- participate in the implementation of climate adaptation measures
- learn in buildings designed for net zero
- find out more about the impact of energy and water use
- See sustainability brought to life in the buildings around them, allowing them to gain experiences which will enhance and contextualise their learning.

What We Already Do Well

At Carleton Green, sustainability is already part of our daily life. We are proud of the environmental practices embedded across our school, including:

- **Outdoor Learning** provision that promotes learning in the great outdoors, nature connection and stewardship.
- **Eco Council** who meet regularly to promote pupil voice and environmental responsibility.
- **Recycling systems** in place across classrooms and communal areas.
- **Food waste bins** in every classroom, the staff room and the dining hall to support responsible waste disposal.
- **Full LED lighting** installed throughout the school, reducing energy use and carbon emissions.
- Curriculum topics in science and geography that naturally develop children's understanding of the environment and our responsibility towards it.

These foundations provide a strong starting point for the continued development of sustainability across our school.

What We Will Develop Further

Building on our current strengths, Carleton Green will:

- Strengthen curriculum links to climate education and stewardship.
- Increase biodiversity across the school site.
- Expand shaded areas through planting and natural shelter.
- Enhance pupil leadership in sustainability through Eco Council.
- Increase exposure to green careers.
- Boost community involvement in sustainability.
- Improve our site’s resilience to climate-related challenges.
- Strengthen governor oversight and monitoring.
- Embed sustainability as an ongoing culture and practice.

Our Sustainability Vision

In line with the Department for Education’s *Sustainability and Climate Change Strategy*, Carleton Green focuses on four key pillars:

1. Decarbonisation

Reducing our carbon footprint through energy efficiency, behaviour change and long-term planning.

2. Adaptation & Resilience

Preparing for the impacts of climate change and ensuring our site is safe, cool, flood-resistant and future-proof.

3. Biodiversity

Protecting and enhancing the natural world on our school grounds through Forest School, planting and habitat improvement.

4. Climate Education & Green Skills

Ensuring all pupils develop the knowledge, hope and agency to act for a sustainable world.

Action Plan

Area 1: Decarbonisation			
<u>Explore (2024–2025)</u>	<u>Prepare (2025)</u>	<u>Deliver (2025– 2026)</u>	<u>Sustain (2026+)</u>
Conduct energy audit	Review boiler efficiency and long-term options (New boilers fitted, front of school and KS2 playground)	Maintain LED system (already fully replaced)	Annual energy monitoring

Eco Council monitor lights/equipment	Plan staff training on energy efficiency	Embed daily switch off routines	Share energy data with pupils
Begin "Switch Off" campaign	Identify low-energy behaviour opportunities (e.g. lights off in bright daylight)	Eco Council ensure lights and devices are switched off	
Identify insulation and heating improvements			

Area 2: Adaptation and Resilience

<u>Explore</u>	<u>Prepare</u>	<u>Deliver</u>	<u>Sustain</u>
Assess areas of outdoor learning that are at risk of overuse or ground erosion	Plan restrictions or rotation of access to protect overrun areas	Implement rotation system / restrict access when areas are damaged	Continuously monitor ground condition and adjust access
Review bio-security risks within outdoor learning	Develop protocols for reporting and managing bio-security issues	Report any bio-security concerns to the local authority	Ongoing site monitoring for invasive species or pests
Review drainage, shade and hot/cold zones	Identify planting zones for trees/hedges	Improve shade via planting	Annual site resilience review
Assess outdoor learning area for year-round use	Develop severe weather protocols	Maintain clear drains/gutters	Maintain Forest School all year
Identify climate-related risks			

Area 3: Biodiversity

<u>Explore</u>	<u>Prepare</u>	<u>Deliver</u>	<u>Sustain</u>
Conduct biodiversity survey	Plan wildflower zones, bug hotels, feeders and habitats	Expand Forest School habitats	Annual RSPB Birdwatch
Map potential planting areas	Evaluate recycling and waste provision	Install upgraded recycling and food waste systems	Gardening Club + Eco Council maintain grounds
Explore indoor planting options for classrooms (air-purifying plants)	Plan locations for indoor planting	Introduce indoor plants (e.g. spider plants, snake plant)	Eco Council maintain class plants

Identify no-mow opportunities in the school grounds		Establish no-mow zones	
Remove plastic waste from Forest School	Replace plastic equipment with wood/metal alternatives		Monitor area to keep plastic-free
		Create wildflower and garden areas	
Identify locations for dead hedges, feeders, and habitat areas	Plan wildflower planting around new dead hedge	Build a dead hedge; plant wildflowers; add bird & butterfly feeders	Maintain hedges, feeders, and habitat zones annually
Explore potential sites for bird, squirrel, and bat boxes	Select appropriate species-friendly designs	Install bird boxes, squirrel boxes, and bat boxes	Monitor and maintain boxes annually (clean/repair)

Area 4: Climate Education and Green Careers

<u>Explore</u>	<u>Prepare</u>	<u>Deliver</u>	<u>Sustain</u>
Audit curriculum for sustainability links	Plan enquiry-based "Big Questions."	Weekly outdoor learning for relevant year groups	Annual curriculum review
Gather pupil voice via Eco Council	Develop green careers exposure	Eco Council	Celebrate pupil initiatives regularly
	Map Outdoor Learning to curriculum	Annual Eco Day and environmental events	Maintain partnerships with church/community
Explore ways to promote active travel (walk/scoot/cycle)	Plan whole-school active travel initiatives (e.g. Walk the Last 5 Minutes)	Promote walking/cycling/scootering to school	
Explore improvements to recycling systems (KS1 picture-based stations)	Design improved, child-friendly recycling stations	Install new recycling stations & introduce recycling monitors	Eco Council maintain and check recycling stations
Explore opportunity for an Eco club	Set up the Eco club (lunchtime/after school)	Eco club launched and running	Club becomes embedded & pupil-led

Explore opportunities to teach food growing in outdoor learning.	Plan links to curriculum (food systems, sustainability)	Grow fruit & vegetables with children	Maintain growing areas & harvest routines annually
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Monitoring & Evaluation

- Termly SLT review
- Termly Governor monitoring
- Annual FGB report
- Pupil voice half-termly
- Subject leader sustainability review annually

Success Indicators

- Reduced annual energy use
- Increased biodiversity
- Strong Eco Leader engagement
- Enhanced resilience to climate challenges
- Strong community involvement

Approved by: Stacey Clark

Date: July 2025

Last reviewed on: June 2026

Next review due by: September 2028