

# Climate Action Plan



<b>Name of school</b>	<b>Pear Tree Infant &amp; Nursery School</b>
<b>Sustainability lead name</b>	<b>Bindy Suddhi</b>
<b>Individuals involved</b>	<b>B. Suddhi – Headteacher S. Khan – Deputy Headteacher R. Carr – Assistant Headteacher J. Shanker – Assistant Headteacher K. Foxton – Business Manager</b>

<b>Area of action</b>	<b>In place? (Yes/no/partially)</b>	<b>Date checked</b>	<b>Action required</b>	<b>Individuals involved</b>	<b>Additional comments</b>
<b>Organising the sustainability leadership team structure</b>					
Has a sustainability leadership team been structured?	Yes	Dec 2024		B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	
Has a single sustainability lead been nominated?	Yes	Dec 2024		B. Suddhi Headteacher Sustainability Lead	
Are members of the sustainability leadership team clear on their duties?	Yes	Dec 2024		B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Does the sustainability leadership team consist of both teaching and operational staff?	Yes	Dec 2024		B. Suddhi S. Khan R. Carr J. Shanker K. Foxtton	
Does the sustainability leadership team include senior leaders?	Yes	Dec 2024		B. Suddhi S. Khan R. Carr J. Shanker K. Foxtton	
<b>Implementing a whole-school approach</b>					
Is the whole school involved and engaged in turning the school's climate plan into action?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>• Climate action plan dissemination to all key stakeholders (Spring term 2025).</li> <li>• Key actions delegated to key personnel as denoted on action plan.</li> </ul>	B. Suddhi Headteacher - Sustainability lead.	
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>• Sustainability leadership team to conduct audit of current curriculum content with a focus on sustainability and climate change.</li> <li>• Sustainability leadership team to</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxtton	In preparation for completion of the new school build (Anticipated moving in date – April 2026) the sustainability team will align curriculum content with incidental learning opportunities

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			access the most recent DfE guidance on sustainability and climate change in education guidelines to inform revised curriculum design. <ul style="list-style-type: none"> <li>• Leadership team strategically plan staff continued professional development in sustainability and climate change.</li> </ul>		throughout the building phase (DfE eco school).  Sustainability leads to consult with the DfE new school team to create additional climate change learning opportunities (accept the DfE offer of sending professionals into school to present to pupils).
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>• Currently democratically appointed 'All about me Ambassadors' visit a local elderly residential nursing home to undertake focused 'Time to Talk' activities. Focus needs to be given to pupils sharing their knowledge of climate change and sustainability to this community.</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	R. Carr – Assistant Headteacher in his capacity as 'All about me Ambassadors' lead teacher to plan, prepare and deliver ongoing community links with a focus on climate change and sustainability.

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Are parents and the wider community involved in the school's approach to sustainability and climate change?	No	Dec 2024	<ul style="list-style-type: none"> <li>• Strategic school development planning requires greater focus on the prioritization of sustainability and climate change in all aspects of the school culture.</li> <li>• Curriculum review and audit of sustainability and climate change content needed.</li> <li>• Parent / carer forum, meetings, workshops needed to highlight how the wider school community can support sustainability initiatives.</li> </ul>		
Do governors and members of the SLT support and drive the school's sustainable activity?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>• To further highlight the school vision for sustainability and climate change, the full governors meeting will have a regular agenda item titled 'sustainability and our responsibilities.'</li> <li>• Headteacher to ensure that sustainability and</li> </ul>	B. Suddhi – Headteacher Governor S. Khan – Deputy Headteacher Governor	
Does climate change and sustainability feature on the agenda at key meetings?					

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			climate continue to feature in weekly communication exchange whole staff communications.		
Has the site manager been involved in the school's Climate Action Plan?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>Climate action plan dissemination to all key stakeholders (Spring term 2025).</li> <li>Key actions delegated to key personnel as denoted on action plan.</li> </ul>	B. Suddhi Headteacher - Sustainability lead.	
<b>Climate education</b>					
Is climate education embedded throughout the curriculum?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>Sustainability leadership team to conduct audit of current curriculum content with a focus on sustainability and climate change.</li> <li>Sustainability leadership team to access the most recent DfE guidance on sustainability and climate change in education guidelines to</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	<p>In preparation for completion of the new school build (Anticipated moving in date – April 2026) the sustainability team will align curriculum content with incidental learning opportunities throughout the building phase (DfE eco school).</p> <p>Sustainability leads to consult with the DfE new school team to create</p>

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			inform revised curriculum design. <ul style="list-style-type: none"> <li>Leadership team strategically plan staff continued professional development in sustainability and climate change.</li> </ul>		additional climate change learning opportunities (accept the DfE offer of sending professionals into school to present to pupils).
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	Partially	Dec 2024	<ul style="list-style-type: none"> <li>Senior leaders must amend curriculum documents to teach children about our responsibilities in creating a greener, sustainable world.</li> <li>The school community 'All about me Ambassadors' must open dialogue with classmates to empower them to become better global citizens.</li> <li>The curriculum (teaching &amp; learning opportunities) must include the causes and impacts of climate change and the</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	School vision, ethos and culture around sustainability and understanding climate change to be prioritised in strategic school development planning – short term and long term.
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.					
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact, and enhance biodiversity?					
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?					

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			importance of sustainability. <ul style="list-style-type: none"> <li>Resourcing in school must reflect the school vision for sustainability.</li> </ul>		
[EYFS only] Are children provided with opportunities to develop an understanding of the world and the natural environment?	Yes	Dec 2024	<ul style="list-style-type: none"> <li>Headteacher / Deputy Headteacher strategic EYFS leadership responsibility – monitor and review curriculum content.</li> </ul>	B. Suddhi – Headteacher S. Khan – Deputy Headteacher	
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to identify and access CPD for teaching staff and support staff (focus – sustainability &amp; climate change).</li> </ul>	B. Suddhi – Headteacher S. Khan – Deputy Headteacher	
Do staff members make use of the best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to identify and access CPD for teaching staff and support staff (focus – sustainability &amp; climate change).</li> </ul>	B. Suddhi – Headteacher S. Khan – Deputy Headteacher	
Are relevant teaching resources from governmental departments utilised? e.g., from the Department for Environment, Food and Rural Affairs (DEFRA), Waste and Resources Action	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to identify and access teaching resources from government departments as specified in guidelines.</li> </ul>	B. Suddhi – Headteacher S. Khan – Deputy Headteacher	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Programme (WRAP), and the Environment Agency?					
Are teachers able to model sustainable practices in relation to their subject specialism?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to plan and implement protected time for teaching staff with curriculum subject responsibilities to identify sustainable practices in relation to their subject.</li> <li>Sustainability leads to support staff members in subject knowledge through targeted CPD.</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	
Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?					
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders plan &amp; prepare an after-school offer with a focus on sustainability content. School development priority 2025 / 2026.</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	
Are pupils given the opportunity to gain experience about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to plan and implement protected time for teaching staff with curriculum subject responsibilities to identify sustainable practices in relation to their subject.</li> </ul>	B. Suddhi S. Khan R. Carr J. Shanker K. Foxton	

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
			<ul style="list-style-type: none"> <li>Sustainability leads to support staff members in subject knowledge through targeted CPD.</li> </ul>		
Are pupils given opportunities to gain experience outdoors?	Yes	Dec 2024	<p>The current and long-standing school intent pledge puts great emphasis on outdoor learning and the integration of learning in the outdoor setting. This is an ongoing priority for school leaders.</p>		
Are leaders, teachers, and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	No	Dec 2024	<ul style="list-style-type: none"> <li>School leaders to plan and implement protected time for teaching staff with curriculum subject responsibilities to identify key opportunities for children to learn about green careers.</li> <li>School leaders to upskill staff and stakeholders with comprehension of a 'circular economy' with the aim of practising circular economy as a school community.</li> </ul>	<p>B. Suddhi S. Khan R. Carr J. Shanker K. Foxton</p>	

### Green skills and careers

<p>Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?</p>	<p>No</p>	<p>Dec 2024</p>	<ul style="list-style-type: none"> <li>• School leaders facilitate curriculum opportunities which educate young children about green careers (present &amp; future).</li> <li>• School leaders to plan and implement protected time for teaching staff with curriculum subject responsibilities to identify key opportunities for children to learn about green careers.</li> </ul>	<p>B. Suddhi S. Khan R. Carr J. Shanker K. Foxton</p>	
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**Education estate and digital infrastructure**

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Are buildings within the school energy efficient?	Partially	December 2024	<ul style="list-style-type: none"> <li>(DfE – new schools project) A projected completion date for the new school building is April 2026. In advance of preparing stakeholders for a purpose build eco site, school leaders will continue to actively promote sustainability measures in current building as a matter of priority. Key examples of this being individual responsibilities in using electricity sources efficiently.</li> <li>To ensure that the current summer/winter modes of heating sources are regulated on efficiency modes.</li> </ul>	K. Foxton All staff	Data records evidence in September 2023 the energy performance operational rating at D (98). <i>The typical score for a public building being 100.</i>
Does the school utilise smart meters and energy management systems to reduce usage and bills?	No	December 2024	<ul style="list-style-type: none"> <li>Business Manager to investigate the implementation of smart meters and what</li> </ul>	K. Foxton	

			measures our energy provider can provide to assist with sustainability measures.		
Has the school implemented measures to alleviate poor air quality around the school premises?	No	December 2024	<ul style="list-style-type: none"> <li>• Leaders to reduce vehicle admissions around the school site by encouraging stakeholders to walk to school / work.</li> <li>• Leaders to Increase green spaces around school.</li> <li>• Leaders monitor air quality by purchasing pollution monitors in line with DfE guidance.</li> </ul>	K. Foxton	
Has the school been able to access the <a href="#">Public Sector Decarbonisation Scheme</a> to support decarbonising the estate?	No	December 2024	<ul style="list-style-type: none"> <li>• Business Manager to access the scheme to check the school's eligibility.</li> </ul>	K. Foxton	
Does the school make use of best practice advice when investing money to reduce carbon emissions?	Partially	December 2024	<ul style="list-style-type: none"> <li>• School to utilize the DfE best practice advice.</li> </ul>	K. Foxton	The school currently accesses several services through the recommended DfE frameworks.
Does the school have regard to the <a href="#">'Good Estate Management for Schools'</a> guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?	No	December 2024	<ul style="list-style-type: none"> <li>• Business Manager to research and implement Good Estate Management for Schools.</li> </ul>	K. Foxton	

Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Yes	December 2024			The school has robust contingency plans as advocated by the local authority.
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	Yes	December 2024			The school adheres to advice from the local authority, Derby City Council Health & Safety team
Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature?	No	December 2024	The school Business Manager conducted a survey of the building to assess the resilience of the existing building.		
Has the school looked at ways in which to reduce indoor and outdoor air pollution, e.g., expanding anti-idling zones to reduce the impact of the school commute?	No	December 2024			
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g., walking and cycling?	Yes	December 2024			
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Yes	December 2024		K. Foxton	In May 2024 school was in receipt of a nature grant to 'turn grey spaces green'. As a school community a range of resources were purchased with the aim of encouraging plant life and animal life on to school the school grounds.

<p>Has the school considered heating solutions which do not utilise carbon intense fuels?</p>	<p>Partially</p>	<p>December 2024</p>	<p>With the onset of a new school eco tight school building, current considerations in relation to heating solutions are not a priority budgetary consideration.</p>	<p>K. Foxton</p>	
<p>Has the school signed up to available weather and flood warnings?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>Local and National weather warning alerts are viewed regularly.</p>
<p>Has the school looked at how it can reduce water usage and improve efficiency?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>Severn Trent Water attended the school site in early 2024 to conduct a water efficiency survey. As a result of this they then granted funding and implemented new taps and systems to prevent wastage</p>
<p><b>Operations and supply chains</b></p>					
<p>Does the school procure from companies that commit to achieving net zero by 2050 and have a plan in place which shows how they will meet this target?</p>	<p>Partially</p>	<p>December 2024</p>	<ul style="list-style-type: none"> <li>• Business Manager to audit contract register and list of suppliers to check regarding net zero and their targets.</li> <li>• Schools commit to only purchasing from companies that have this in place</li> </ul>	<p>K. Foxton</p>	

Does the school buy from procurement frameworks that offer sustainable goods and services?	Yes	December 2024		K. Foxton	The school purchases energy, water, and IT through the DfE approved Frameworks
Does the school provide nutritionally balanced, affordable, and sustainable meal choices?	Yes	December 2024		K. Foxton	
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Yes	December 2024		K. Foxton	School have developed and implemented a whole school food policy which is reviewed annually
Is consideration given to sustainable practice in relation to school food contracts, preparation, and practice, with thought given to ingredients and their environmental impact?	Yes	December 2024		K. Foxton	The school catering team serves both the school and neighbouring junior school. Approved providers source all food purchases. All food preparation, storage and purchasing are scrutinized regularly with sustainability factors as a focus of consideration.
Does the school gather data and act on food waste whilst making use of the best practice advice for sustainable waste prevention and management?	Partially	December 2024	<ul style="list-style-type: none"> <li>Business Manger to research best practice advice for waste prevention</li> </ul>	K. Foxton	
Has the school moved away from single-use items and towards reusable alternatives where possible?	Yes	December 2024	<ul style="list-style-type: none"> <li>School leaders continue to promote the use of sustainable materials, including recycling, re-using, and re-purposing</li> </ul>	K. Foxton	The school has made a pledge to not purchase any resources which are not reusable.

<p>Does the school reduce reliance on single-use items in favour of alternatives, e.g., secondhand uniforms?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>The school encourages families to use second hand uniform items by facilitating forums within the school.</p> <p>Parents are encouraged to donate used uniforms.</p>
<p>Are any free period products provided to pupils sustainable?</p>	<p>No</p>	<p>December 2024</p>	<ul style="list-style-type: none"> <li>Pupils are not in the age range to require period products</li> </ul>	<p>K. Foxton</p>	
<p>Is food sourced locally possible?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>The school uses local butchers and local food supply companies where possible</p>
<p>Has the school invested in renewable and sustainable energy sources, e.g., solar panels and LED lightbulbs?</p>	<p>Partially</p>	<p>December 2024</p>	<ul style="list-style-type: none"> <li>School to continue to replace old light fittings with LED when the old ones fail</li> </ul>	<p>K. Foxton</p>	
<p>Does the school have arrangements in place for the correct recycling of glass, paper, cards, plastic, metal, and food waste?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>Waste collection services are used which require us to have separate bins for paper waste, food waste and metals.</p>
<p>Has the school taken measures to reduce its use of paper?</p>	<p>Yes</p>	<p>December 2024</p>		<p>K. Foxton</p>	<p>The school actively monitors staff usage with regards to paper and printing. Regular weekly reminders of responsibilities around sufficiency of paper usage and printer usage are embedded in school communications.</p>

### Summary of findings and actions

As a school community addressing issues in relation to climate change and sustainability are of high priority. With the onset of a new school building anticipated to be completed by April 2026 every effort is being made to launch a revised vision around sustainability and climate change.

School leaders and stakeholders understand that following the implementation of the DfE's CF21 construction framework, the new purpose-built school will be net zero carbon in operation. A revised ethos and culture around sustainability is of priority.

Through compilation of a climate action plan, key findings indicate that immediate action is warranted as a school community. School leaders as part of the sustainability team will address curriculum content to ensure that all subjects across the EYFS and key stage one curriculums pay attention and focus on issues related to climate change and sustainability.

Educating children, families, and the wider community in all aspects of climate change and sustainability requires long-term strategic planning. A defined plan of action in the form of school improvement initiatives will be put into place with effect from 2025. In preparation for this, community links are being established with the aim of long-term sustainability goals. A key challenge for the sustainability team is joint working from key communities. Through pupil voice the school aims to use the school council as a vehicle of communication to the wider community.