



**Creech St Michael CE VC Primary School
Climate Action Plan 2025-26**

Decarbonisation (Estates)

Our Vision For children to understand their existence on Earth uses natural resources and we all have a carbon footprint. For children to understand there are ways to reduce this impact on a daily basis while still being able to enjoy life in all its fullness (John 10:10).

Prompt Questions:

- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?
- How could the education setting retrofit their estate and improve energy efficiency?
- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
<p>All classes to reduce their paper waste.</p> <p>Ensure that all classes are recycling paper and card in the green recycling bins.</p> <p>To reuse scrap paper before getting a clean sheet</p> <p>Office to move to more online system and away from paper-based sources.</p> <p>Laminating should only be done for display purposes on resources that will be used for a year or longer</p>		<p>School council members of each class</p> <p>Eco team</p> <p>All adults</p>	All academic year	<p>Useful links:</p> <p>Decarbonisation ideas</p> <p>18th March 2026 – Global Recycling Day</p>	<p>Keep a record of how many times the bins are being emptied – keep a record and note in assembly.</p> <p>Younger children will use more paper as their curriculum is different.</p> <p>Number of laminating pouches ordered is reduced.</p>	

<p>Ensure all electrics are switched off when not in use – including use of new ‘switch off’ signs.</p> <p>To waste less energy around the school. All classes to ‘power-down’ when not in class. Eco-team member to ensure all unused electrics are off...or reduce amount of lights on. Eco-team to monitor lights left on around the school. Heating to be turned down by 1oC and doors kept shut (exceptions in EYFS). Signage made by Eco-team with supportive reminders to ‘switch off’.</p>		<p>School council, Eco-team, Each class All adults</p>	<p>All academic year</p>	<p>Useful links:</p>	<p>As part of Earth Day 2025, school council create reminder posters? Eco-team to report on ‘hot spots’ around the school for future joined action.</p>	
<p>To reduce food waste around the school KS1 fruit, ask for half instead of taking a bite and putting in food waste. Eco team to grow seasonal produce for kitchen to prepare and cook. Allow children tasters to ascertain if they may like something different on the menu. Encourage parents to order food they know their child will eat. All food to go into the appropriate food bins</p>		<p>School council, Eco-team, Each class All adults</p>	<p>All academic year :</p>	<p>Useful links:</p>	<p>Monitor the amount of food waste buckets being emptied. Record which meals have the most waste. Remove from menu or order less food for particular meals.</p>	
<p>Create habitats that support biodiversity by using unwanted waste products (bottles, wood scraps etc). Each class</p>		<p>School council, Eco-team,</p>	<p>Summer Term 2026</p>	<p>Various sites on creating recycling habitats/planters.</p>	<p>Biodiversity around the school improves.</p>	

Biodiversity

Our Vision For children to connect with nature, understanding the role in plays in keeping us alive, but also providing us with positive well-being. Nature enhances spiritual experience and strengthens our relationship with God. This connection can be felt through the beauty, power, and provision found in the natural world. By providing more spaces around the school, children have more opportunity to feel connection and spirituality while supporting the sustainability of wildlife.

Prompt Questions:

- Has the education setting mapped and recorded biodiversity on their campus?
- Could the estate be managed differently, to provide habitats that serve to enhance local biodiversity?
- Do the estates team need support to provide habitats that enhance local biodiversity?
- Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (To be updated at regular review points)
Children survey the school to identify what wildlife, plants and trees are already on our site. Areas to survey: forest school, field, around the school site. Survey: Habitat, Plants, Trees, Mini-beasts, Birds, Pollinator Conduct each term to identify what can be found throughout the year.		School council, Eco-team Each class	Autumn Term 2025 Spring Term 2026 Summer Term 2026	Biodiversity ideas Learning through Landscapes Surveys ID Book and App 22nd November 2025 – National Tree Week	Each area clearly mapped. Comparison over the year. Identify what is missing and what could be improved.	
Make links with the Climate Justice and Environment Advisor at the Bath and Wells Diocese		School council, Eco-team Each class	Autumn term	8th May 2026 – David Attenborough 100 years		

Analyse results from the survey and create a plan moving forward to improve biodiversity on the school grounds.		School council, Eco-team Each class	Summer Term 2026	Biodiversity ideas Learning through Landscapes	Gaps identified and planned action to promote biodiversity in specific areas.	
Create spaces/resources for improving biodiversity around the school		School council, Eco-team Each class	Summer Term 2026	Biodiversity ideas Learning through Landscapes	Areas improved biodiversity	
Reduce amount of litter around the school grounds which harms wildlife.		School council, Eco-team Each class	All academic year	Litter pickers	School site clear of litter	