

# Climate action plan

<b>Name of school</b>	<b>Rosehill Infant &amp; Nursery School</b>
<b>Sustainability lead name</b>	<b>Lisa Hopwell</b>
<b>Date of last review</b>	<b>18<sup>th</sup> September 2025</b>

<b>Area of action</b>	<b>In place?</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	24.9.25	None	HK, LH, AB, KH	Leadership team consists of teaching and learning staff as well as the business manager responsible for the building and structure
Has a single sustainability lead been nominated?	Yes	24.9.25	None	LH	
Are members of the sustainability leadership team clear on their duties?	Yes	24.9.25	Plan a meeting with staff to share action plan and discuss duties	HK, LH, AB, KH	Meeting planned for w/c 28.9.25

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Does the sustainability leadership team consist of both teaching and operational staff?	Yes	24.9.25	None	HK, LH, AB, KH	Headteacher, health and safety business manager, deputy headteacher responsible for teaching and learning and member of staff who is the science lead.
Does the sustainability leadership team include senior leaders?	yes	24.9.25	none	HK, LH, AB, KH	Leaders involved with the building and structure Leaders involved with the teaching and learning
<b>Implementing a whole-school approach</b>					
Is the whole school involved and engaged in turning the school's climate plan into action?	yes	Aut 2	Deliver a staff meeting to share climate action plan Encourage whole-school participation in national and local initiatives (e.g., Switch Off Fortnight, Great Big Green Week, Derby Wildlife Trust activities).	HK/LH/AB	Staff meeting to be scheduled for Aut 2 monitoring cycle.
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	yes	Ongoing	Monitor teaching and learning through LTP/MTP /LW to see children learning about sustainability and climate change	AB/ KH	Recycle day – 26.9.25

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Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	no	Autumn 1	Pupils taking part in pro-environmental activities, such as helping to maintain a park or nature reserve, which can be enjoyable and help them to make friends, learn new skills and cultivate a sense of agency, connection and hopefulness in the face of climate change – thereby helping to protect them	All teaching staff	Look into incorporating the impacts of climate change and eco-anxiety into existing safeguarding and mental health policies, linking it to the Department for Education's guidance on risk factors.
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	no	Ongoing	Liaise with Derby Wildlife Trust to work with children	AB/KH	DWT to promote school involvement with their work in the wider community
Are parents and the wider community involved in the school's approach to sustainability and climate change?	no	24.9.25	<p>Plan a coffee morning for parents to understand the school's approach to sustainability and climate change.</p> <p>Liaise with Derby Wildlife Trust to work with children</p> <p>School events and parent/ child competitions to focus on sustainability through use of materials or competition criteria. This will further develop awareness</p>	HK/AB	DWT to promote school involvement with their work in the wider community

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Do <a href="#">governors</a> and members of the SLT support and drive the school's sustainable activity?	yes	24.9.25	Action plan to be shared with Governors Meeting 2.10.25	LH	
Is the SLT embedding culture change where sustainability is a priority?	No	24.9.25	SLT meeting planned to discuss and identify culture change and sustainability as a priority.		
Does climate change and sustainability feature on the agenda at key meetings?	No	24.9.25	Plan in key meetings every half term to discuss climate change and sustainability		
Has the <a href="#">site manager</a> been involved in the school's Climate Action Plan?	Y	16.09.25	New appointment to receive training	Lisa Hopwell	The current Caretaker/handyman is leaving 03.10.25. The new appointment will be trained and included in this plan
<b>Climate education</b>					
Is climate education embedded throughout the curriculum?	no	26.9..25	Incorporate climate education into progression of skills documents for different subjects - particularly Geography, Science and PSHE.	AB/KH/HS/HK	Progression of skills documents to show climate education planned into topics
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	Yes	26.9.25	Plan similar days like Recycle Day into every half term - eco day, pollution day, global warming day etc	SLT Team	Planned days will raise awareness of different topics linked to climate change

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Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	no	26.9.25	Ongoing teaching and awareness will allow children to become empowered  Link climate learning with wellbeing, focusing on hope and agency rather than fear.	Teaching staff	
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	Partly	26.9.25	Begin forest schools and plan activities that allow children to developed understanding of increased climate resilience, reduce carbon impact and enhance biodiversity  LB to create a forest schools plan that has climate change activities embedded into it.  Partner with Derby Arboretum Park and local organisations to provide outdoor learning opportunities.	LB	Teachers will use the plan to deliver forest school lessons linked to climate change
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	partly	26.9.25	Teachers to revisit science and geography topics to plan in impacts	Teaching staff	In the science curriculum, children learn about nature, plants, trees and animals.

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			of climate change into medium term plans		
<b>[EYFS only]</b> Are children provided with opportunities to develop an understanding of the world and the natural environment?	yes	26.9.25	Use storytelling, picture books, songs, and drama to make climate concepts accessible to young children.	EYFS Staff	
<b>[Secondary schools only]</b> Does the school have plans to teach the natural history GCSE that the government intends to introduce by 2025?	N/A	N/A	N/A	N/A	N/A
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation?	Partly	26.9.25	Look into National College to link staff to courses on Climate change and environmental degradation	HK	Teachers will acquire knowledge to impart to children based on the year group they teach
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	yes	26.9.25	Monitor through LW/Planning checks/book looks to ensure sustainability and climate change should be incorporated into teaching	AB	Monitoring to show increased opportunities for children to learn about sustainability and climate change
Are teachers able to model sustainable practices in relation to their subject specialism?	No	26.9.25	Teachers to incorporate sustainable practices into action plans and include the practices in subject monitoring	Teaching staff	

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Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	yes	26.9.25	Sustainability leads to plan and deliver training sessions every half term to build staff understanding on climate change and sustainability – Autumn 1 – Introduction & Whole-School Approach Autumn 2 – Climate Education in EYFS & KS1 Spring 1 – Mental Health, Eco-Anxiety & Pupil Agency Spring 2 – Outdoor Learning, Forest School & Biodiversity Summer 1 – Green Skills & Careers (EYFS/KS1 focus) Summer 2 – Review & Next Steps	AB/KH	Staff members have a developed 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?	yes	26.9.25	Set up Eco club as part of school council	HS	CC provides planting sessions in Spring term
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	yes	26.9.25	Plan further themed days/ afternoon sessions linked to sustainable food choices, recycling, adaptation projects or weather and energy monitoring every half term	SLT	Recycle Day - 26.9.25
Are pupils given opportunities to learn outdoors?	Yes	26.9.25	LB to create a forest schools plan for staff including opportunities for children to learn about climate change and sustainability	LB and teaching staff	Forest schools was taking place last academic year but had to be put on hold due to staff shortage

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			Restart forest schools following a the school forest school eco plan.		
Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	Partly	26.9.25	<p>Teachers to have CPD on teaching around energy efficiency, the circular economy, climate resilience and green careers</p> <p>Following CPD teacher to educate children on energy efficiency, the circular economy, climate resilience and green careers through age appropriate planned activities</p>	<p>HK/AB</p> <p>Teaching staff</p>	
<b>Green skills and careers</b>					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?			Staff can reinforce links between everyday classroom behaviours (turning off taps/lights, recycling) and future skills.		Careers education at this stage should focus on aspiration and awareness, not pressure – children should explore positive role models.
<b>[Secondary schools only]</b> Are pupils provided with sufficient careers guidance including sustainable careers?	N/A	N/A	N/A	N/A	N/A

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Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?			Opportunities to involve parents working in relevant sectors (e.g., construction, transport, food) could help children make real-world connections.		
<b>Education estate and digital infrastructure</b>					
Are buildings within the school energy efficient?	Y	18.09.25	To change old light fittings to LED	Lisa Hopwell	<p>The SBM arranges energy certificates annually. In February 2024 the school was rated F. We have since reduced heating and ensured staff close the windows when appropriate. The kitchen is now more energy efficient due to the replacement of old equipment to an updated and energy efficient combi oven. In February 2025 the energy certificate was rated E.</p> <p>Since that point the school has benefited from a new boiler and water calorifier and has future plans to change all old light fittings to LED</p>
Does the school utilise smart meters and energy management systems to reduce usage and bills?	Y/N	18.09.25	To contact Total energies to see if there is now the option for smart meters	Lisa Hopwell/Helen Kelk	The school does not currently have smart meters due to the complexities of where the meters are. Gas and electric meters charge actual readings only. As part of setting the

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					budget for the next financial year the utility costs are looked at and discussions take place as to how we can save energy (see above)
Has the school implemented measures to alleviate poor air quality around the school premises?	Y	18.09.25	None	Lisa Hopwell	Each classroom has a carbon dioxide alarm which is suitable for classroom spaces. The monitor flashes between Co2, temperature and humidity. The monitors help identify areas that are poorly ventilated and also allows us to control the temperature of the classroom.
Has the school been able to access the <a href="#">Public Sector Decarbonisation Scheme</a> to support decarbonising the estate?	N/Y	18.09.25	To book in Manor electrical to carry out the task once the other contractors have left site (by Feb 2026)	Lisa Hopwell	The school put in a bid for this funding in 2022/3 but was unsuccessful. However, the local authority then awarded us an energy efficiency grant for £5374. This was used to replace an exterior door which was in a poor state and letting heat out/cold in. we will be using the rest of the funding to change the interior light to LED
Does the school make use of best practice advice when investing money to reduce carbon emissions?	Y	18.09.25	To continue to ensure best value for money	Lisa Hopwell	The school looks at the following when investing money to reduce carbon emissions:

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					<ul style="list-style-type: none"> <li>• Energy efficiency upgrades (lighting)</li> <li>• Renewable energy projects</li> <li>• Behavioural change</li> <li>• Carbon literacy &amp; curriculum integration</li> </ul>
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?	Y	18.09.25	To continue to refer to guidance	Lisa Hopwell	<p>The school is safe, well maintained and compliant</p> <p>The school has a rolling building plan to ensure ‘whole school’ decisions can be made and financed with sustainable management in mind</p>
Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Y	18.09.25	None	Lisa Hopwell	<p>To school has the following risks assessments:</p> <ul style="list-style-type: none"> <li>• Adverse weather condition</li> <li>• Flooding</li> <li>• Dealing with ice and snow</li> <li>• School security/fire</li> <li>• Ill health &amp; infectious disease</li> </ul>
Does the school make use of any opportunities and advice to improve	Y	18.09.25	None	Lisa Hopwell	The school was awarded a nature park grant to improve our environment. Since then the school has many tubs with seasonal plants

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biodiversity, flood resilience and air quality?					and vegetables. We have also been awarded a further grant which will allow us to create further habitats for wildlife. Since this work we have seen a notable difference and increase in native species and pollinators and the air quality will naturally improve. Whilst we are not situated in an area that is at risk to flooding we ensure our drains are kept clear so that surface water can enter into the drains.
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?	Y/N	18.09.25	None	LH/HK	<p>LH keeps a 4 year building plan which is taken to Governors for agreement and information. This works in line with the school condition survey which is carried out by the LA. The schools building plan leads governors to discussion on the buildings resilience and the future plans reflects that.</p> <p>The school has increased its green space by introducing plants in pots (as above) funding was sourced for this. In addition to this we access the arboretum park which is next to the school</p>

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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?	Y	22.09.25	On-going	HK/LH	<p>The school actively encourages parents and children to walk to school to reduce carbon emissions. We are part of the Safe Haven project which means the road outside the school has a no entry zone from 8.15am to 9 am and 2.30pm to 3.30pm. In addition to this the school has had a boiler replacement and calorifier which will improve energy efficiency.</p> <p>We re-cycle paper and plastics and the kitchen re-cycle food waste, in addition to this we have the correct disposal method for hazardous waste.</p> <p>Our planting/green spaces have been increased</p>
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?	Y	23.09.25	None	HK/LH	Yes see above re 'Safe Haven' project
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Y	23.09.25	On-going	All school	The school minimizes the use of pesticides and herbicides and utilizes the amenities at the Arboretum Park.

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Has the school considered heating solutions which do not utilize carbon intense fuels?	Y	May 2025	none	L/A	The school was considered for heat pumps over boilers but unfortunately there is not the space available to do this
Has the school signed up to available weather and flood warnings?	Y	23.09.25	None	HK/LH	LH/HK has signed up for alerts from the met office
Has the school looked at how it can reduce water usage and improve efficiency?	Y	23.09.25	Review annually	HK/LH	The school has looked into fitting water butts from the down pipes. However, at this moment in time it is not suitable. The children's sink have automated taps and water usage in the school is minimum. Any leaks found are immediately addressed
<b>Operations and supply chains</b>					
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?	Y	23.09.25	On-going	HK/LH	The school considers companies that have committed to achieving net zero such as Severn Trent and companies like ESPO who support the public sector. The school uses the Dfe procurement framework and considers the carbon footprint of the product and supplier. We avoid companies such as amazon as it is sometimes difficult to ensure

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					products have reduced packaging and can be re-cycled
Does the school buy from procurement frameworks that offer sustainable goods and services?	Y	23.09.25	The school will use the DfE approved framework agreement to help buy goods and services for the school when necessary	SLT	
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Y	23.09.25	On-going	HK/LH/Kitchen staff	The school provides nutritionally balanced, affordable and sustainable meals with the help from governments funding for UFSM and daily free fruit. Our meals are cooked on site and all food waste is re-cycled along with paper and plastics. The children are given a choice of milk and water to drink. All meals are nutritionally balanced. The school does however, have to top up the catering budget to provide this
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Y	23.09.25	On-going	STJJ/RHI Kitchen staff	St James' manage the kitchen and menus. They follow the UK Government school food standards

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Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?	Y	2309.25	On-going		RHI & STJJ combine resources to enable our school meals to be cooked on site. The Government food standards are followed when deciding on the terms menu. The kitchen re-cycles all food waste, paper and plastic and reduces its carbon footprint wherever it is possible (managing use of water and fuels)
Has the school moved away from single-use items and towards reusable alternatives where possible?	Y	25.09.25	On-going	All school	The school avoids single use items where ever possible.
Does the school reduce reliance on single-use items in favor of alternatives, e.g. second-hand uniforms?	Y	25.09.25	On-going	All school	<p>The school will display all found items of uniform and any that is gifted to the school. These items are free of charge to our parents.</p> <p>The school avoids use of paper plates/straws/cups and disposable plastic knives and forks where possible.</p>

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					The school does not use single use mop heads and uses digital thermometer over single use strips
Is food sourced locally where possible?	Y	25.09.25	On-going	Kitchen	Meat is sourced from the local butchery (Halal meat). The milk and fruit is also locally sourced
Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs?	Y/N	23.09.25		LH	LED lighting booked for February half term 2026
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?	Y	2309.25	None	LH	
Has the school taken measures to reduce its use of paper?					

**Summary of findings and actions**

**[Use this space to collate the findings and actions that have been entered into the template and note the main priority areas for action.]**