



Climate Action Plan: 2026-2027

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Climate Action Plan

At Rosehill Infant and Nursery School, we are committed to promoting sustainability and environmental responsibility across all aspects of school life. We recognise the importance of empowering children to become informed, responsible citizens who understand their role in caring for the environment and creating a more sustainable future.

As an inner-city infant and nursery school, we aim to provide meaningful opportunities for all children to develop a connection with nature, understand environmental issues, and take positive action within their school, local community, and wider world. Through our curriculum, school grounds, daily operational practices, partnerships, and engagement with families, we strive to reduce our environmental impact while fostering a culture of sustainability and stewardship.

This Climate Action Plan outlines our priorities and actions in support of the Department for Education's Sustainability and Climate Change Strategy. It focuses on developing climate education, enhancing biodiversity, improving resource efficiency, promoting sustainable behaviours, and building resilience to the challenges of climate change. Through these actions, we aim to create a healthier, greener and more sustainable future for our children and community.

Vision Statement

Our Vision

At Rosehill Infant and Nursery School, we want every child to understand that they can make a positive difference to the world around them. We will nurture environmentally aware, responsible and active citizens who respect nature, value sustainability, and contribute to creating a greener future. Through inspiring learning experiences and practical action, we will work together as a school community to reduce our environmental impact and promote positive change.

Strategic Priorities

1. **Climate Education and Learning**
 - Embed sustainability and climate change education throughout the curriculum.
 - Develop children's understanding of environmental responsibility from Nursery to Year 2.
2. **Biodiversity and Outdoor Learning**
 - Enhance school grounds to support wildlife and biodiversity.
 - Provide regular opportunities for outdoor learning and environmental exploration.
3. **Waste, Energy and Resource Management**
 - Reduce waste and increase recycling.
 - Promote energy-saving behaviours across the school.
 - Encourage sustainable use of resources.
4. **Pupil Leadership and Climate Action**
 - Develop pupil voice through Eco Ambassadors or Green Teams.
 - Encourage children to take an active role in environmental projects.
5. **Community and Partnerships**
 - Strengthen partnerships with families, Derbyshire Wildlife Trust, local organisations and community groups.
 - Promote environmental action beyond the school gates.
6. **Monitoring and Evaluation**
 - Regularly review progress against climate action targets.

- Celebrate achievements and identify future areas for development.

Sustainability Leadership & Governance

Action	Lead	Deadline	Success Criteria	RAG	Monitoring Comments / Next Steps
Attend Climate Ambassador training and disseminate key learning, resources and recommendations to staff and governors to support the implementation of the school's Climate Action Plan.	Headteacher / Sustainability Lead (LH, KH, HK)	Autumn 2027	Headteacher and Sustainability Lead successfully complete Climate Ambassador training on 12.10.26. Key messages, resources and actions are shared with staff through CPD sessions and with governors through monitoring reports and governor meetings. Training informs strategic planning, curriculum development and estate management decisions. Staff demonstrate increased confidence in delivering sustainability education and understanding the school's climate action priorities. Governors have an increased understanding of their role in supporting and monitoring sustainability initiatives.		Training materials, resources and action points shared with staff and governors. Evaluate impact through staff voice, governor feedback and Climate Action Plan reviews. Identify further professional development opportunities and update school policies and practices where appropriate. Monitor implementation of recommendations arising from Climate Ambassador training through SLT meetings and governor reports.
Include sustainability within staff induction procedures	HK	Autumn 2026	All new staff receive information about the school's Climate Action Plan, sustainability priorities, recycling procedures, energy-saving expectations and environmental initiatives as part of their induction programme. New staff understand their role in supporting sustainable practices across the school.		Induction documentation updated to include sustainability. Staff induction records monitored. New staff voice demonstrates understanding of sustainability expectations. Annual review of induction materials to ensure alignment with the Climate Action Plan.
Introduce Climate Action Plan to governors and secure governor sustainability link role	KH / Headteacher / Governors	Autumn 2026	Named governor identified. Climate Action Plan approved and included within governor monitoring cycle.		Climate change and sustainability included as a standing agenda item at governing body meetings.

Climate Education

Action	Lead	Deadline	Success Criteria	RAG	Monitoring Comments / Next Steps
Review and strengthen sustainability and climate change opportunities within the curriculum using Development Matters, Birth to 5 Matters, White Rose Science, Developing Experts Geography and PSHE Matters progression documents	KH	Spring 2027	A clear progression of sustainability, environmental awareness and climate education is identified from Nursery to Year 2. Curriculum progression documents are updated to include opportunities for children to develop knowledge of the natural world, biodiversity, seasonal change, caring for living things, recycling, environmental responsibility and sustainable behaviours. Sustainability themes are mapped across Development Matters, Birth to 5 Matters, White Rose Science, Developing Experts Geography and PSHE Matters. Staff understand how environmental learning builds progressively across EYFS and KS1.		Conduct a whole-school curriculum audit against the DfE Sustainability and Climate Change Strategy. Review planning, progression documents and enrichment opportunities to identify strengths and gaps. Update long-term and medium-term plans to ensure clear coverage across EYFS and KS1. Monitor implementation through planning scrutinies, learning walks, pupil voice, floor books and work sampling. Evaluate whether children can confidently talk about nature, caring for the environment, sustainability and climate action at an age-appropriate level. Share findings with SLT and governors and identify next priorities for curriculum development.
Include sustainability learning in curriculum planning across EYFS and KS1	Subject Leaders	Summer 2027	Sustainability, environmental responsibility, biodiversity and climate education are clearly identified within long-term, medium-term and weekly planning. Planning scrutiny demonstrates consistent opportunities for children to learn about caring for the environment, reducing waste, protecting wildlife, seasonal change and sustainable living. Links to Development Matters, Birth to 5 Matters, White Rose Science, Developing Experts Geography and PSHE Matters are evident where appropriate.		Termly planning scrutinies completed by subject leaders and SLT. Examples of sustainability learning identified and shared as good practice. Monitor consistency across year groups and subjects through planning reviews, learning walks, pupil voice and work scrutiny. Identify gaps in coverage and provide support or resources where needed. Evaluate the impact on children's knowledge, vocabulary and understanding of sustainability and climate action.
Deliver themed environmental events	Teaching Staff	Ongoing	A minimum of three whole-school environmental events are delivered annually, such as Earth Day, National Education Nature Park activities, Great Big School Clean, Walk to School Week, Recycling Week or Biodiversity Week. Children actively participate in sustainability-focused learning and demonstrate increased awareness of environmental issues and positive actions they can take.		Annual calendar of environmental events established and reviewed. Participation levels monitored across EYFS and KS1. Evidence gathered through photographs, displays, floor books, pupil voice and class learning outcomes. Share achievements with families via newsletters and social media. Evaluate impact on children's knowledge, attitudes and behaviours towards sustainability and use findings to inform future events and curriculum planning.
Develop regular outdoor learning opportunities through planting, food growing, habitat creation and wildlife	Teaching Staff	Ongoing	Pupils participate in practical environmental learning through planting flowers, vegetables and trees, caring for growing areas, creating wildlife habitats and observing seasonal changes. All classes access at least one planting,		Monitor through learning walks, photographs, floor books, class displays, pupil voice and planning scrutiny. Record participation in planting and wildlife projects across EYFS and KS1. Review the use

exploration across the school grounds			growing or biodiversity project annually. Children demonstrate increased knowledge of nature, biodiversity and the importance of caring for living things.		of outdoor areas and identify opportunities to further enhance biodiversity through partnerships with organisations such as Derbyshire Wildlife Trust. Share successes with families and the wider school community and celebrate achievements through assemblies and newsletters.
Reintroduce and embed a high-quality Forest School programme to enhance outdoor learning, environmental awareness, resilience, wellbeing and connection with the natural world.	LB	Spring 2027	A Forest School programme is successfully re-established and accessible to pupils across EYFS and KS1. Planned sessions provide regular opportunities for exploration, risk-taking, problem-solving, teamwork and environmental learning. Children demonstrate increased confidence, independence, resilience and understanding of the natural environment. Forest School learning supports curriculum objectives and contributes to pupils' personal development and wellbeing.		Develop a Forest School implementation plan, including staffing, training, resources and risk assessments. Monitor participation, pupil engagement and impact through observations, pupil voice, photographs and learning journals. Evaluate the contribution of Forest School to wellbeing, behaviour, personal development and environmental understanding. Identify opportunities to extend provision and strengthen links with sustainability and biodiversity projects across the school.
Work collaboratively with the Wildlife Trust to promote sustainability and nature-based experiences. Derbyshire Wildlife Trust Derbyshire Wildlife Trust	KH Teaching Staff	Spring 2027	A well-established partnership with the Wildlife Trust is in place and contributing to the school's curriculum and outdoor provision. Children participate regularly in high-quality outdoor learning and environmental education activities. Staff demonstrate increased confidence in delivering nature-based and sustainability-focused learning experiences. The school grounds show evidence of enhanced biodiversity through projects such as wildflower planting, habitats, gardening, or conservation initiatives. Pupils demonstrate increased knowledge, understanding, and appreciation of the natural environment. Environmental and sustainability themes are embedded across the curriculum and support pupils' personal development. Participation in Wildlife Trust projects and events is evidenced through planning, displays, photographs, pupil voice and learning outcomes.		Maintain regular communication with Derbyshire Wildlife Trust and review partnership opportunities annually. Monitor impact through planning scrutinies, learning walks, biodiversity audits, pupil voice, staff feedback, photographs, displays and floor books. Evaluate participation in Wildlife Trust projects, visits and events. Identify opportunities to expand habitat development, Forest School provision, community engagement and pupil-led environmental action. Share outcomes with governors, staff, pupils and families through reports, assemblies, newsletters and the school website.
Embed sustainability and climate education within the curriculum from Nursery to Year 2, ensuring children develop environmental knowledge alongside rich	Subject Leaders / Teachers	Spring 2027	Sustainability learning opportunities are clearly identified within Science, Geography, PSHE, Understanding the World and outdoor learning. Progressive knowledge, vocabulary and environmental concepts are mapped across EYFS and KS1. Children routinely use Talk Triangles and structured discussion to explore and explain sustainability concepts, developing confidence in speaking, listening and reasoning. Memory recall activities		Curriculum monitoring demonstrates consistent implementation across EYFS and KS1. Planning, learning walks and pupil voice show effective use of oracy strategies, Talk Triangles and retrieval practice. Children demonstrate secure recall of previously taught sustainability knowledge and vocabulary. Subject leaders evaluate progression through pupil discussions, floor books, work scrutiny

language, oracy, communication and vocabulary skills through the use of Talk Triangles, high-quality discussion and memory recall strategies.			support pupils in retaining and applying key knowledge and vocabulary over time. Children can confidently discuss environmental issues, biodiversity and sustainability using age-appropriate language and subject-specific vocabulary.		and assessment opportunities, identifying strengths and next steps for curriculum development.
Embed sustainability, environmental awareness and climate change themes through the use of high-quality texts within the English curriculum and class story times.	English Lead / Teaching Staff	Ongoing	Carefully selected texts are used across EYFS and KS1 to develop children's understanding of sustainability, biodiversity, weather, climate, conservation and caring for the environment. Examples include The Odd Fish and The Extraordinary Gardener in Reception, Dinosaurs and All That Rubbish, The Last Wolf and Somebody Swallowed Stanley in Year 1, and Lila and the Rain, Greta and the Giants, The Lorax and A Planet Full of Plastic in Year 2. Children use rich vocabulary to discuss environmental issues, demonstrate empathy for the natural world and make links between stories and real-life actions. Opportunities for oracy, Talk Triangles, memory recall and vocabulary development are evident within lessons.		Monitor through planning scrutiny, learning walks, book looks and pupil voice. Review the range and progression of texts annually to ensure sustainability themes are embedded effectively across EYFS and KS1. Evaluate children's understanding through discussion, storytelling, writing outcomes and use of environmental vocabulary. Share effective practice and text recommendations through staff meetings and curriculum reviews.

Community Engagement

Action	Lead	Deadline	Success Criteria	RAG	Monitoring Comments / Next Steps
Organise and deliver sustainability-themed parent coffee mornings to engage families in the school's climate action priorities, promote sustainable practices and strengthen community involvement in environmental initiatives.	HK / KH	Spring 2027	Positive parent attendance at sustainability coffee mornings. Parents demonstrate increased awareness of the school's Climate Action Plan and understand how they can support sustainable behaviours at home. Information, resources and practical strategies are shared with families. Opportunities are provided for parents to contribute ideas and participate in environmental projects, events and community initiatives. Stronger home-school links support the development of pupils' environmental knowledge and responsible attitudes towards sustainability.		Attendance records and parent feedback collected following each event. Evaluate levels of engagement and identify groups requiring further support or involvement. Share sustainability updates, practical tips and local opportunities through newsletters and school communication platforms. Consider involving Derbyshire Wildlife Trust, local community organisations or Eco Ambassadors in future sessions. Review feedback to inform future themes and enhance parental engagement in climate action initiatives.
Establish and develop an Eco Club in partnership with Derby University students to promote pupil leadership, environmental awareness and community engagement	HK / KH / Derby University Students	Autumn 2027	A sustainable Eco Club is established and meets regularly. Derby University students support the planning and delivery of environmental projects, workshops and enrichment activities. Pupils develop leadership skills, environmental responsibility and confidence in taking action to improve their school and		Monitor attendance, participation and impact through Eco Club records, pupil voice, photographs, displays and project outcomes. Evaluate the effectiveness of the partnership with Derby University and identify opportunities for further collaboration. Celebrate achievements through

through sustainability projects and nature-based learning.			local community. Eco Club members contribute to biodiversity, recycling, energy-saving and sustainability initiatives across the school. Positive pupil voice demonstrates increased knowledge, engagement and commitment to environmental stewardship.		assemblies, newsletters and social media. Consider opportunities for Eco Club members to lead whole-school campaigns, support environmental events and contribute to Climate Action Plan monitoring.
Include regular sustainability and climate action updates within school newsletters to celebrate achievements, share environmental learning and promote family engagement in sustainable practices.	KH	Termly	Sustainability and climate action updates are featured in every termly newsletter. Parents and carers are informed about environmental projects, Eco Club activities, biodiversity initiatives, outdoor learning opportunities and upcoming events. Newsletters promote practical ways families can support sustainability at home and encourage participation in school-based environmental initiatives.		Review newsletters termly to ensure sustainability remains a visible priority. Monitor parent engagement through feedback, event attendance and participation in environmental initiatives. Include pupil voice, photographs and examples of learning to celebrate success and raise awareness. Consider sharing sustainability tips, local environmental opportunities and partnership work with Derbyshire Wildlife Trust and Derby University.
Develop and strengthen partnerships with Derbyshire Wildlife Trust and local community organisations to enhance sustainability education, biodiversity projects, environmental stewardship and outdoor learning opportunities for pupils.	KH	Summer 2027	At least one collaborative sustainability or biodiversity project is completed in partnership with Derbyshire Wildlife Trust and/or other local organisations. Pupils participate in meaningful environmental learning experiences that enhance their understanding of nature, conservation and climate action. Partnerships contribute to improvements in the school environment, biodiversity and curriculum enrichment. Staff and pupils actively engage with community-led environmental initiatives and local expertise.		Maintain regular contact with partner organisations and identify opportunities for joint projects, workshops and events. Monitor impact through pupil voice, photographs, learning outcomes, biodiversity audits and feedback from partners. Evaluate the contribution of partnership work to curriculum delivery, outdoor learning and the school's Climate Action Plan objectives. Explore opportunities to extend community involvement and secure further sustainable partnerships.
Organise and lead pupil-led litter picks, planting projects and community environmental improvement events to promote environmental responsibility, citizenship and pride in the local area.	Eco Council	Summer 2027	A minimum of two environmental action events are held annually, including litter picks, tree or wildflower planting and habitat improvement activities. Pupils take an active role in planning and participating in events. Children demonstrate increased understanding of their responsibility towards the environment and can explain how their actions contribute to a cleaner, greener and more sustainable community. Events involve families and community partners where appropriate.		Record participation levels and gather evidence through photographs, pupil voice, newsletters and displays. Monitor the impact of events on the school grounds and local environment. Evaluate pupil engagement and leadership opportunities through Eco Council meetings. Identify opportunities to expand community involvement and link activities to national environmental campaigns and wider Climate Action Plan priorities.

Estate & Infrastructure

Action	Lead	Deadline	Success Criteria	RAG	Monitoring Comments / Next Steps
Continue the phased replacement of existing lighting with energy-efficient LED lighting across the school site to reduce energy consumption, carbon	LH	Ongoing	Further LED lighting replacement is completed in identified areas of the school. Energy-efficient lighting is installed where existing fittings reach the end of their lifespan or where funding becomes available. Reduced energy consumption is evidenced through utility monitoring, contributing towards the school's carbon reduction targets. Staff and pupils benefit from improved lighting quality and a more sustainable learning environment.		Maintain an audit of remaining non-LED lighting and prioritise replacement areas. Monitor energy consumption data to evaluate impact. Explore opportunities for funding, grants or capital improvement programmes to accelerate LED installation. Review progress annually and update the estate improvement plan accordingly.

emissions and running costs.					
Investigate the feasibility of installing smart meters and other energy-monitoring technologies to support more efficient energy management and informed decision-making.	LH	Summer 2027	A feasibility review is completed, including consultation with energy providers, the local authority and site management teams. Recommendations are identified regarding the suitability, costs, potential savings and environmental benefits of smart meter installation. Real-time energy monitoring opportunities are explored to support energy reduction targets and improve staff and pupil awareness of energy consumption.		Complete a review of current utility monitoring systems and identify potential providers and funding opportunities. Record findings and recommendations within the school's sustainability action plan. Present outcomes to SLT and governors, including estimated cost savings and environmental impact. Where viable, develop an implementation plan and timescale for installation and ongoing monitoring.
Develop and enhance biodiversity across the school grounds through the creation of additional wildlife habitats, including pollinator-friendly planting areas, bug hotels, bird-feeding stations, log piles and habitat zones for local wildlife.	SLT Eco Council	Summer 2027	A minimum of two new wildlife habitats are established and maintained within the school grounds. Pupils actively participate in the planning, creation and monitoring of habitats. Biodiversity is increased through the introduction of native plants and wildlife-friendly features. Children demonstrate a greater understanding of local wildlife, habitats and conservation through curriculum learning and pupil voice. The habitats are regularly used to support outdoor learning across EYFS and KS1.		Conduct a baseline biodiversity audit and monitor changes annually. Gather evidence through photographs, pupil voice, learning walks and Eco Council records. Involve Derbyshire Wildlife Trust and other community partners where appropriate. Review the impact of habitats on outdoor learning opportunities and identify further areas for enhancement, such as sensory gardens, meadow areas or additional wildlife shelters.
Promote sustainable travel by encouraging walking, cycling, scooting and reduced vehicle idling around the school site, helping to improve air quality and reduce carbon emissions.	LB	Ongoing	Increased awareness among families of the environmental and health benefits of active travel and reducing vehicle idling. Sustainable travel messages are regularly shared through newsletters, assemblies and community events. Pupils participate in initiatives such as Walk to School Week, active travel campaigns or road safety activities. A reduction in vehicle idling is observed around the school gates, contributing to improved air quality for pupils, staff and families.		Promote active travel campaigns throughout the year and share resources with families. Monitor engagement through pupil and parent surveys, participation in events and observations around the school site. Work with local partners to identify opportunities to improve sustainable travel and road safety. Review feedback annually and identify further actions to encourage environmentally responsible travel behaviours.

Operations & Procurement

Action	Lead	Deadline	Success Criteria	RAG	Monitoring Comments / Next Steps
Reduce paper consumption across the school through increased use of digital communication, efficient printing practices and greater	SLT	July 2027	A 10% reduction in paper usage is achieved compared to the previous academic year. Staff routinely consider alternatives to printing and make effective use of digital systems for communication, planning and record keeping where appropriate. Double-sided printing and photocopying are used as standard practice, and paper is reused or recycled whenever possible. Pupils develop an understanding of responsible resource use through everyday school practices.		Monitor paper ordering and photocopying costs termly to track progress against reduction targets. Share usage data with staff and identify areas where paper consumption can be further reduced. Promote environmentally responsible printing practices across the school. Evaluate progress annually and identify additional opportunities for digital working and

awareness of resource conservation.					waste reduction in line with the school's sustainability objectives.
Maintain and develop effective recycling systems across the school to promote responsible waste management and support environmental sustainability.	SLT	Ongoing	Recycling systems remain effective, accessible and consistently used across classrooms, offices and shared areas. Staff and pupils understand what can be recycled and follow agreed procedures. Waste is appropriately segregated, and recycling forms part of daily school routines. Pupils demonstrate increased awareness of waste reduction, recycling and environmental responsibility through their actions and pupil voice.		Conduct termly checks of recycling facilities and usage across the school. Monitor levels of participation and identify any areas requiring additional resources or signage. Work with the Eco Council to promote recycling campaigns and raise awareness among pupils and staff. Review waste management arrangements annually and identify opportunities to further reduce waste and improve recycling rates in line with the school's Climate Action Plan.
Reduce food waste through increased awareness, effective meal planning, pupil education and the monitoring of lunchtime waste.	SLT	Ongoing	Food waste is regularly monitored and shows a reduction over time. Pupils are encouraged to make informed food choices and understand the importance of reducing waste. Catering staff review waste patterns to inform portion sizes and menu planning where appropriate. Opportunities to link food waste reduction to sustainability learning are evident across the curriculum.		Conduct regular monitoring of food waste levels and identify trends. Work with catering providers, staff and the Eco Council to promote waste reduction initiatives and healthy eating messages. Gather pupil voice regarding school meals and portion sizes. Explore opportunities for composting food waste, where feasible, and link learning to topics such as sustainability, biodiversity and responsible consumption. Review progress annually and identify further actions to support the school's environmental targets.
Improve whole-school recycling systems and reduce waste	Site Manager / Eco Team / Staff	Summer 2027	Recycling facilities available across school. Reduction in general waste and increased pupil participation in recycling.		Conduct termly waste audits and identify further opportunities for reduction.
Promote energy-saving behaviours throughout school	All Staff / Eco Team	Ongoing	Children and staff consistently switch off lights, screens and equipment when not in use. Increased awareness of energy consumption.		Learning walks demonstrate consistent routines. Annual review of utility usage where available.
Engage families in sustainability initiatives and environmental events	HK / Family Support Team	Summer 2027	Increased participation in environmental events, gardening projects, recycling campaigns and community activities.		Parent feedback collected. Participation rates monitored and reviewed.
Monitor implementation and impact of the Climate Action Plan	KH / SLT / Governors	Termly	Actions completed within agreed timescales. Measurable improvement in sustainability education, pupil engagement and environmental practices.		Termly review updates completed. RAG ratings updated and next steps identified.

Governor Termly Monitoring Summary

Area	Autumn RAG	Autumn Comments	Spring RAG	Spring Comments	Summer RAG	Summer Comments
Leadership & Governance						
Climate Education						
Staff Development						
Community Engagement						
Green Skills & Careers						
Estate & Infrastructure						
Operations & Procurement						

RAG Key

-  Green = Completed / On Track
-  Amber = In Progress / Minor Concerns
-  Red = Not Started / Significant Concerns

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