

Bottesford Schools Federation



Sustainability and Climate Change

Action Plan 2026-2027



Bottesford Schools Federation is committed in educating our pupils about environmental concerns and the importance of living sustainably.

Our ethos is:
‘We RISE together’

Our Aims are:

At Bottesford Schools Federation, we provide **real-life learning opportunities** that connect classroom experiences with the world beyond school. This approach nurtures curiosity and helps pupils see the relevance of their learning in everyday life.

Reading is at the heart of our curriculum, recognising it as the foundation for all learning. We create engaging, meaningful reading experiences that inspire a lifelong love of books and stories.

Our ethos embraces the idea that children should have **serious fun**—through active and collaborative learning that stimulates imagination and critical thinking.

We are **inclusive** and **nurturing**, ensuring every child feels **safe**, supported, and valued. Our teaching strategies are adapted to meet individual needs, particularly supporting our disadvantaged and vulnerable pupils.

Our Values and Climate Action

At our federation, our Climate Action Plan is rooted in our core values. We believe that sustainability is not an additional aspect of school life; it is embedded in the way we learn, live and work together. Through our curriculum, school environment and wider opportunities, we develop environmentally responsible citizens who understand that their actions today will help shape the world of tomorrow.

Together, we live our RISE values:

Respect

We respect our environment, our community and the diversity of life on our planet. We encourage pupils to understand the importance of caring for natural resources, reducing waste and protecting biodiversity. By showing respect for the world around us, children recognise that everyone has a responsibility to safeguard the environment for future generations.

Integrity

We act with honesty, responsibility and fairness in our approach to sustainability. Pupils are encouraged to make informed choices, understand the impact of their actions and take responsibility for reducing their environmental footprint. We model sustainable practices as a school community and work together to make positive, lasting changes.

Strive

Addressing climate change requires resilience, innovation and determination. We encourage our pupils to embrace challenges, think critically and seek solutions to environmental issues. By striving to improve our school and community, we demonstrate that small, consistent actions can lead to meaningful change.

Empowered

We empower our pupils to become confident advocates for sustainability. Through knowledge, leadership opportunities and practical action, children develop the skills and confidence to influence positive environmental change within our school, local community and beyond. We want every child to understand that their voice matters and that they have the power to make a difference.

By living our RISE values every day, we are creating a culture where sustainability becomes a shared responsibility. Together, we are preparing our children to become compassionate, informed and active citizens who will contribute positively to a more sustainable future.

Our climate change team consists of:

- **Sustainability and Climate Change Lead** – Miss Robinson & Mrs Clipson (Science Leaders)
- **Business Managers** (Mrs Zetterstrom & Mrs Naylor) – lead on recycling and energy efficiency
- **Geography Leads** (Mrs Gregory & Ms Farrah) – clear links made within the geography curriculum to ensure the children have a growing understanding of the impact we are having on our climate
- **Caretakers** (Mr Preston & Mr Tipler) – maintaining our outdoor environment and working closely with the climate change team with regards recycling and energy efficiency
- **Eco Warriors** – working alongside the adults with regards recycling and energy efficiencies

Please see the DfE Sustainability and Climate Change: a strategy for the education and children's services systems:
<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>



Bottesford School Federation action plan for change: **Blue** -Juniors **Purple** - Infants **Green** - joint

Action Area 1: Decarbonisation

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Understand the schools carbon footprint by identifying where our emissions come from	- Use an online tool (see resources) to get a breakdown of carbon emissions (CN + LC)) - Eco-council to conduct a bin audit and food waste audit (LC) - Eco-council conduct a review on energy efficiency/energy use (Display Energy certificate)	Reduce the schools carbon footprint	Start Sept 2026 & review July 2027	https://www.countyourcarbon.org/introducing-the-playground/ https://www.retrofitaction.org.uk/projects/zero-carbon-action-builder https://letsgozero.org/why-schools/ https://www.keepbritaintidy.org/count-your-carbon https://www.eco-schools.org.uk/count-your-carbon/	
To provide food waste bins in outdoor areas to support the school's sustainability goals by reducing food waste contamination and promoting environmentally responsible habits among pupils.	LC to buy new bins to be put outside with signs that show what needs to go in each bin on them, e.g. Food Waste.	Support the school's sustainability goals.	Start Sep 2026 and review July 2027.	Bins and signage.	
Change behaviours in our communities by running a 'switch-off' campaign.	Eco-Warriors design posters to remind staff and children to switch lights off. Eco-Warriors to lead an assembly on the importance of switching lights off (Nov 10th-23rd 2026)	Reduce the electricity bill	Start Sept 2026 & review July 2027		

Action Area 2: Biodiversity

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
- Children continue to grow food within the garden which is then used in DT lessons (spring term) - To enhance the schools outdoor spaces by introducing wildflower areas and wildlife friendly habitats to support local eco-systems	- Forest School leaders incorporate growing food activities into their sessions. - Lunchtime staff to run a gardening club to maintain the garden. - Possible activity during Forest Schools e.g. making bird boxes/bug hotels etc.	Growing and harvesting plan in place shows a cycle of growing and harvesting products.	Ongoing using the seasons to support the growing cycle	Seeds, compost and bulbs funded through fundraising (Colour Run) https://www.educationnaturepark.org.uk/ https://www.rhs.org.uk/education-learning/school-gardening/resources/gardening-club/simple-gardening-club-ideas https://www.treesforcities.org/our-work/schools-programme/school-resources	

Action Area 3: Adaptation and resilience inc water use

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
To understand the importance of saving and not wasting water for our planet	- English lead to audit current text drivers to include some texts around climate change/water. - English lead ensure there is availability of texts within the library, which focus on sustainability, climate change and water use. Liaise if there are gaps and ensure they become part of the allocation when books are updated. - Progress about water conservation is shared with the wider school community by raising awareness regarding water-saving habits through assemblies, newsletter and information shared through parent workshops/exhibitions. - Contact Anglian Water for a school visit. - Intro a 'Saving Water Week' (May 17th'27). Staff share relevant	- Evidence of curriculum links across subjects which show where culture of saving water is evident - Evidence within the library and text drivers overviews for English where culture of saving water is evident - Evidence on Tapestry (Infants) and in learning show children's understanding of	- Review throughout the year 2026-2027 - Saving Water Week - May 17th '27	Potential budgetary implications for text drivers, library books and resources £200 https://www.rhs.org.uk/education-learning/school-gardening/resources/planet-friendly/conserving-water	

	texts/deliver lesson about saving and not wasting water.	around saving water • Children can articulate their learning			
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Action Area 4: Climate education and green careers goals/outdoor space

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
• Through planned learning and assemblies continue to encourage behavioural changes in helping the environment, to include sustainability, especially in subjects where this may be absent i.e history, art or PE • Increase integration of climate change into all subjects • Teach children about how to eliminate single use plastics at home • With the changes in recycling in school children are educated on the impact of food waste on the climate and are encouraged to take action at school or at home	• Subject leaders to audit their current curriculum maps and find ways to add genuine links with sustainability (subject leads). • English lead) to audit current text drivers to include some texts around climate change. • English lead) ensure there is availability of texts within the library which focus on sustainability and climate change. Liaise with office staff if there are gaps and ensure they become part of the allocation when books are updated.	• Evidence of curriculum links across subjects which show the impact of climate change. • Evidence within the library and text drivers overviews for English of climate change being taught. • Evidence on Tapestry and in learning show children's understanding of climate change. • Children can articulate their learning.	• Review throughout the year 2026-2027 with the view to be fully embedded from Sept 2026	• Potential budgetary implications for text drivers, library books and resources	•
• Continue to develop the curriculum plans to teach children about	• Outdoor learning space further developed to enable them to learn about	• Evidence of curriculum links across subjects	• Curriculum review Sept 2027.	• Budgetary implications for text drivers, library books and resources	•

the natural world, nature in their local area, for example habitats, weather patterns, flora and fauna during our Forest School sessions. ● Use the outdoor learning opportunities to support mental health and well-being. ● Outdoor learning opportunities are planned for learner led exploration and discovery, with nurturing experiences for positive lifelong impact.	habitats, food/plants and nature - Forest School area. ● Outdoor learning space is used for vulnerable pupils regularly - each class to visit once per term. ● Bird feeders, bird baths, bird houses, wildlife houses, bug hotels are renewed to support local wildlife.	which show how outdoor learning is taught. ● Evidence within the library and text drivers overviews for English of outdoor learning. ● Evidence on Tapestry (Infants) and in learning show children's understanding of the natural world. ● Children can articulate their learning.	● Review throughout the year 2026-2027 with the view to be fully embedded from Sept 2027.	● Budgetary implications for garden (plants/shrubs/bulbs/seeds) https://www.rspb.org.uk/helping-nature https://www.froglife.org/ https://www.buglife.org.uk/ https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/ https://www.nhm.ac.uk/discover/seven-ways-to-create-a-wildlife-friendly-garden	
● Further develop the outdoor learning space in order to facilitate outdoor learning but also encourage the further development of the natural environment outside (<i>links with biodiversity</i>).	● Children are involved in looking after our green spaces (all children but led by Eco Warriors) ● Gardening club offered throughout the year (at lunchtime). ● Wildflower area to be developed.	● Grants sourced and used for the items specified ● Development of the grounds are shared with parents through social media posts and newsletter, so they are updated. ● Grounds start to reflect the plan in place.	● Already started, in places, however continue this over the coming academic years.	● Source a range of grants	●
● Have more plants in the outside environment but also indoors.	● Eco-warriors to tend to plants in their classrooms ● Teach children about the benefits of plants/shrubs	● Children know how to look after plants and know the benefits they bring	● To be completed by July 2027.	● Purchase plants £100	●
To raise pupils' awareness of green careers and future jobs that support environmental sustainability.	Visitors to come into school to deliver assemblies on green careers. (North Lincs Council Renewable Energy).	Children learn about a variety of 'green' jobs.	To be completed over the coming academic year.		

Action Area 5: Active and sustainable travel

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Encourage children to choose walking and cycling routes to school which are safer, with less traffic and pollution (<i>link with air quality</i>)	- More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies). - Walk to School week annually through Sustrans Big Walk and Wheel initiative promoted and celebrated with the children. - Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. Eco Warriors to design a banner to go at the front of the school.	- Reduced complaints from neighbours regarding parking - Pupil surveys indicate more families walking to school - Promotion of clean air zone through posters, signs and newsletters	To be reviewed in July 2027	Posters/banner published for signs https://www.sustrans.org.uk/campaigns/air-quality/	

Action Area 6: Air quality

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
Children learn about air pollution and impact on the natural world (<i>also links with climate education</i>).	- Geography and science lead to audit the long term maps for their curriculum areas to find clear links to teach children about the impact air pollution has on our environment. - Medium term plans and short term plans have planned opportunities taught within the curriculum about pollution (subject leaders). - English lead to audit text driver overviews to ensure there are some links regarding looking after our world/environment and these books explore themes within their taught English lessons.	- School library has a range of fiction and non-fiction books which focus on sustainability and climate change. - Text driver overviews reflect a range of texts which focus on climate change and sustainability and these themes are explored with the children. - Long term maps and medium term plans make clear links to the themes. - Evidence on Tapestry and in books which show learning.	September 2027	Budget for text drivers	

	• School library offers a range of fiction and non-fiction books which addresses air pollution and the impact on the natural world. • Within whole school assemblies pollution, climate change and sustainability themes are addressed and discussed with the children	• Children can articulate their learning and understanding around the impact pollution has on our natural world.			
• Encourage children to choose walking and cycling routes to school which are safer, with less traffic and pollution	• More parents/families using the Park and Stride and walking into school (promoted via social media, newsletters, assemblies. • Walk to School week annually and Sustrans Big Walk and Wheel initiative promoted and celebrated with the children. • Promote a clean air zone around school encouraging parents to switch off engines or parking elsewhere to reduce pollution levels in and around school. Eco-Warriors/council to make clean air zone signs.	• Reduced complaints from neighbours regarding parking. • Pupil surveys indicate more families walking to school. • Promotion of clean air zone through posters, signs and newsletters. • Additional park and stride site sought, promoted and used by families.	• September 2026 for key initiatives		•

Action Area 7: Waste, consumption and recycling inc energy saving

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
• Encourage children, staff and parents to recycle food (also links to decarbonisation)	• Recycle food bins at school for staff and children to use (led by JR and LC). Eco-Warriors put class snack waste into food waste bins. • Continue to recycle computing equipment through (led by LZ).	• Recycle food bins at school and is used	• Sept 27	• Cost of a recycling food bins and potential cost/funds back to school for recycling	•
• Provide opportunities for further recycling for a	• Additional recycling stations at school Items in school recycled/re-used and re-purposed).	• Recycle stations at school and is used.	• Sept 27	• Cost of recycling stations and potential cost/funds back to school for recycling	•

range of products i.e batteries, etc) (also links to decarbonisation)	- Recycle materials by using in DT and Art e.g. junk modelling in EYFS. - World Book Day - Children bring in a book and swap it with another. - Books no longer needed in school to be donated. - Organise Lyndsey Lodge recycling collection. Families bring donations and given to local charity - LC to organise a battery recycling station in school.	Children can explain why it is important to recycle and choose to do so.			
- Eco-Warriors to support the drive for recycling and support in reducing waste. - Introduce 'Golden Broom' award.	- Applications for Eco-Warriors in Sep. - Develop understanding with the Eco Warriors the impact waste has on their school environment and at home – Eco Warriors to present in assembly - Reuse old wellington boots as planters for school environment Eco Council to go round the communal areas each week and award the tidiest class the 'Golden Broom' award.	Award given out each week in celebration assembly.	Eco Warriors in place Sept/Oct 2026 Ongoing	Eco Warrior badges cost https://earthcubs.com/ Golden Broom Award	

Action Area 8: Food

Objective/Goal	Action and by who	Success Criteria	Timeline	Resources/Budget	Evaluation of action/impact
- All children have a strong understanding around recycling and food waste. - Eco-Warriors to support the drive for recycling and support in	- Develop understanding with the Eco Warriors the impact waste has on their school environment and at home – present to school in assembly - Understand how to separate waste products in the classroom and in the hall and promote this with the class	Waste is recycled and placed in the appropriate bin	September '27	Bins and signage.	

reducing waste, including food waste. <i>(also links to decarbonisation)</i>					
● Plant vegetables in the garden/indoors .	● Lunchtime gardening club ● Eco warriors to grow potatoes in a bucket.	● Produce is grown in the garden and then used in DT or given to the kitchen. ● Children sow the potatoes in April and then harvest in September.	● All year round but harvested in Autumn 27.	● Cost of seeds/bulbs ● Cost of potatoes/bag	●