Climate Friendly Action Plan

for

Cranham Church of England Primary

Our school is concerned about climate change and wishes to be part of the climate solution. We realise that we need to constantly look for new ways of improving our climate performance, in order to minimise the amount of greenhouse gasses that our school releases into the atmosphere. To help us to take positive climate action we have formed a Climate Action Team who have worked with the whole school community to write the following Climate Friendly Action Plan.

Climate Friendly Audit Results

Our Climate Friendly Schools Audit was carried out by: Sarah Scott

On: 27th August 2025

We have used our audit results to:

- Establish how climate-friendly our school is currently.
- Identify at least 10 new actions that we can take to become more climate friendly in the next year.
- Plan for future climate action.

We will use this document to track and record our progress and as evidence when applying for Climate Friendly School status.

Buildings

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Futures – Green Careers. Incorporate information about green building careers into our curriculum. Consider inviting people working in these careers into school to talk to our pupils about what they do. Children will understand the positive impact they can make in the future as well as understanding what people are doing now to improve the future.	All teachers		
Culture - When buying cleaning products, choose those that are plant-based, as this reduces the amount of toxic chemicals that are produced. The chemical industry is a major greenhouse gas contributor.	WA		

TO COMPLETE BY: August 2026

We hope to achieve all of the actions that we have highlighted within this year's Climate Friendly Action Plan but we are constantly looking for our next big climate challenge. In the future we aspire to take the following actions:

Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Campus - windows	Fit triple (or double) glazing on all windows and doors. Triple or double glazing reduces heat loss from buildings, thereby decreasing energy usage and costs and associated greenhouse gas emissions.				
Campus – investigate green roofs / walls	Find out if a green roof might be suitable for either our school or surrounding buildings and install if possible. Plants on a green roof will absorb carbon dioxide, soak up rainwater (reducing flood risk) and also have aesthetic value. Identify any suitable walls on which to create a green wall and install. Plants on a green wall will absorb carbon dioxide, soak up rainwater (reducing flood risk) and have aesthetic value. Green walls can also be used to grow crops, which can provide food for the school kitchen and allow children to get involved in growing their own food, even if space is limited.				

Food

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTION 1:

Description	Who	Associated Costs	When
Campus - Grow some fruit bushes in green areas of our school, or even in large pots. Growing food will reduce the amount of food required by the school kitchens and also allows children to get involved in growing their own food. This is not only fun, but it instils a knowledge and love of growing food.	Gardening Club - MB		
Curriculum - Incorporate teaching about the benefits of growing our own food into the curriculum, combining it with healthy eating and healthy food choices. If possible, use growing areas within the school grounds to teach this. Providing children with an understanding that is possible to grow some of their own food will empower them and their families to do the same at home. Providing children with the knowledge of which foods are healthy, and in particular fresh fruit and vegetables, will be beneficial for their long-term health.	teachers		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Community – involve the village in growing food	Find a way to involve our local community in our growing activities. Set up a growing together group, run tours of our school garden, or get our pupils to give lessons on how to grow. Getting the wider community involved showcases our commitment to providing our children with knowledge about sustainable food choices and experience of growing their own. It allows our children to pass on the message to reach a wider audience.				

Energy

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Campus - Commit to a programme of updating electrical equipment to the most energy efficient. Newer energy efficient electrical equipment uses less energy than older models. Be aware that goods are moving from the old G - A+++ rating towards a clearer G - A rating. For more information about this visit Energy ratings: everything you need to know - Energy Saving Trust. Obviously buying new equipment regularly is also detrimental to climate change so a balance should be reached: by only buying energy efficient replacements for products that are nearing the end of their serviceable life.	WA		
Culture - Switch to 100% green energy and / or a green energy provider. Using green energy means that our energy comes from renewable resources and not from the burning of fossil fuels (which is a major contributor to climate change).	WA		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Futures – green energy solutions	Look out for the opportunity to get involved with innovation competitions that focus upon generating sustainable solutions or host one ourself. Draw pupil attention to the advances that have been made in producing energy, from creating fire in our early history to harnessing the sun's power using solar film in recent times. What do the children think tomorrow's energy will look like? Maybe invite people from our local university into our school to talk about tomorrow's energy solutions. Advances in clean, sustainable energy production are being made all of the time, leading to an improved future for all.				

Grounds

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Campus - Install sheltered outdoor seating and tables, at least enough to hold an entire class. Shelter will become increasingly important as climate change progresses; providing areas to hide from sudden downpours and sit in the shade on hot days. These spaces will also provide ideal places to eat lunch and gather the children together during outdoor lessons. Remember, the more time you spend outside the better as it reduces the electricity that is needed to heat and power classrooms.	SS		
Culture - Soil is an essential carbon store. Soils are harmed by excessive use of chemicals, especially pesticides. Avoid the use of pesticides and actively encourage soil micro-organisms to thrive by leaving dead leaves, grasses and woody materials to decompose. Soils are very important carbon stores. **Curriculum** - Teach our children that there are many different types of soils and that, as a living thing, a soil can be unhealthy. If a soil is unhealthy it will not retain as much carbon, it will not be easy to grow things in it and it will not absorb water as well as it should. Soils are consequently important for combatting climate change and its effects.	teachers		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Campus - electric car charging	Investigate installation of an electric car charging point in staff car park for use of staff and community. This shows a commitment to the environment and to staff and villagers. It will also future-proof our grounds, as combustion engine	Over next five years	SS/WA		

Grounds

	vehicles are slowly being phased out and will no longer be available to buy as new in 2030 in the UK.				
Community – climate friendly community space	Create a climate friendly community space within our grounds (e.g. a growing space, orchard or sensory garden) which contains lots of positive climate friendly messaging. By inviting our community into our grounds to look after a space, we will not only get free labour to maintain the area but an opportunity to inform community members about our climate friendly choices (e.g. using peat-free compost, growing apples so that they don't need to be transported).	Over next three years	SS		
Futures – ecology, climate change and careers	Teach our young people about ecology and how ecosystems are being effected / affect climate change. See if our local university is running any outreach programmes that can help. Children will understand the positive impact they can make in the future as well as understanding what people are doing now to improve the future.				

Water

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Campus - Put 'Hippos' in older toilets. Every time a toilet is flushed the Hippo (or similar) not only saves up to 3 litres of water, but it will also reduce our carbon footprint and save us money.	WA		
Campus – Check leaky taps. A leaking tap could be wasting around 5,500 litres of water a year, meaning literally money down the drain. Often a leaky tap only needs a very simple repair, such as a washer replacing.	WA		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Campus – grey water	Install a rainwater system for grey water (e.g. toilet flushing). Rainwater harvesting will reduce water usage overall, and can also reduce the risk of flooding and have a positive effect on surface water drainage. Payback for investments can be good and they are a great way to educate the students about reducing water usage.				
Campus – low-flush toilets	When it is time to consider installing new toilets, choose ones with a multi-flush, so that only enough water is used every time. Every time a toilet is flushed a vast amount of water is used. Saving water will reduce our climate footprint and save us money.	When required			

Water

Curriculum – teach about flooding	Teach our children why flooding occurs, the fact that flooding will increase due to climate change, what we can do to prevent it and what to do if you get caught in a flood. Climate change will lead to more storms with more intense rainfall, which will inevitably lead to more flooding. It is important that children understand this, to promote climate action and to keep them safe (e.g. that they should not touch flood water as it is probably contaminated).				

Transport

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Culture - Consider companies with electric vehicles when buses or minibuses are needed. If we hire electric vehicles for our school trip we will be reducing our carbon footprint for the trip.	WA		
Culture - Consider the climate impact of all school trips. Can the same learning experience be had more locally? Children love school trips, and they can be very beneficial to learning, but it is always worth checking to see if a certain provision can be found nearer to our school. If we find a closer alternative we will be burning less fossil fuel, being time-efficient and saving money.	All staff		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Culture – bike/scooter loans	Set up a bike or scooter loan scheme for pupils. Bikes can be expensive and not all families can afford them. A bike loan scheme allows all children who want to ride to school to do so. Alternatively, scooters are a cheaper alternative to bikes for children who live relatively close to school.				
Community – vehicles left running at drop-off / collection	Create a 'no idling' policy around the school gates and remind people that it is an offence to leave their engine running idle. Burning petrol and diesel not only releases greenhouse gases into the atmosphere, it also releases other harmful gases and particulates which cause local pollution and may lead to breathing problems in young children. Reducing idling around our school is beneficial to both children and the planet!				

Consumption

CAMPUS –
CULTURE –
CURRICULUM –
COMMUNITY –
FUTURES –

ACTIONS:

Description	Who	Associated Costs	When
Campus - Ensure that all staff are able to easily recycle any waste that is recyclable: 1) Find alternative options for recycling different materials; 2) Create a collection point for 'Other recyclable items'; 3) assign one person to sort these items and then take them to relevant collection points / arrange for collection. Recycling means that less greenhouse gasses are released in the production of new items and ensures that the raw materials are not lost from use due to being buried in landfill or burned to create energy.	All staff		
Campus - Only purchase wood and paper products that have the FSC accreditation mark. FSC's pioneering certification system, which now covers more than 200 million hectares of forest, enables businesses and consumers to choose wood, paper and other forest products made with materials that support responsible forestry. This means more trees are planted and sustainably managed, hence more carbon dioxide is absorbed.	Office		

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Theme & Action Area	Description	Timescale	Person to Action	Actions	Results
Culture – list of sustainable suppliers	Produce and keep updated a list of sustainable producers and retailers: 1) Identify items that are bought regularly and/or are currently non-sustainable. 2) Identify items that could be bought second hand and identify				

Consumption

	suitable places to purchase from; 3) Identify producers/sellers to try and when done so, decide if the quality of the item(s) is suitable and costs are not prohibitive. If so, add the supplier to the list. This can be actioned over a longer time period as items are required. Having a policy in place for sustainable procurement will show our commitment to lowering our consumption and making a positive impact on the climate.				

The above Climate Friendly Action Plan has been formulated by the Climate Friendly Action Team and agreed by:

Head Teacher: Sarah Scott

Date: 27th August 2025

Chair of Governors: _____

Date: _____

We recognise that, in order to be truly climate friendly and limit our collective impact upon the planet, we will need to constantly strive to improve our performance and check that we are maintaining momentum. We consequently commit to completing an annual review to establish our progress and set new targets.

The Climate Friendly Action Team will review our Climate Friendly Action Plan and achievements on:

Date: 01st September 2026

We will apply for Climate Friendly Schools Status on:

Date: _____

When completing our annual review, we will complete the Climate Friendly School's online Audit again (just in case the Climate Friendly Team have placed some new ideas and inspiration online) and use this information, and our current plan, to inform our new Climate Friendly Action Plan and to decide our next 10 steps to action.