



# GLC Climate Action Plan

## Four Pillars of Climate Education

**Biodiversity**

**Decarbonisation**

**Adaptation & Resilience**

**Climate Education & Green Careers**

Date Completed: December 2025

Next review date: December 2026

Sites where CAP will be shared: School Website



## Achievements to date

Actions	Benefits to school
<b>Biodiversity</b>	
Gardening club and planting with chef and students. Garden ready to use at lunch time as part of lunch provision	Students gain gardening skills. Mental health and wellbeing benefits from gardening Improvements in student behavior
Weekly nature sessions through Forest School in EYFS and KS1	Building more resilience and independent play in school, widening pupils' understanding and knowledge of biodiversity.
Recently established bug hotels	Pupils enjoy roles and responsibility associated with this, links to the item above in understanding the needs of habitats for different animals.
Pupil cooking club	Children learn how different foods are grown and what conditions each plant needs. Teaching students to use all edible parts of vegetables. Creative use of leftovers reduces food waste.
<b>Decarbonisation</b>	
Gold school travel award awarded till 2027	Greater awareness for pupils on impact of reducing use of cars and use of other forms of travel/transport as well as understanding of what makes a healthy lifestyle.
Bike ability sessions from Years 1-6	Increased road safety awareness, reducing reliance use of fossil fuel transport. Also increasing opportunities for healthy lifestyles.
Second bike shed set up	Increased opportunities for
Solar panels installed at NG	Reducing energy bills and carbon foot print, increase understanding and knowledge of pupils
Combi oven in the kitchens across the federation	Combination ovens use less electricity than multiple separated appliances, use less water than traditional steamers or boiling
<b>Adaptation and Resilience</b>	
<b>Focus area to work on</b>	
<b>Climate Education and Green Careers</b>	
Children engage in local events such as science week with climate focus	This enables pupils to work with other groups/pupils
Climate change is taught in the curriculum	This is spread across the curriculum planning and the geography leads are responsible for ensuring depth of coverage, further work around this needs to be developed.



## Pillar 1: Biodiversity

**Vision: A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature.**

### Areas of action

- Increase biodiversity in and around school
- Improve air quality in and around school
- Create opportunities for children to access nature
- Develop the skills and confidence of learners to take care of their local environment

### Co-benefits of biodiversity pillar

- Mental health and wellbeing
- Physical health
- Careers and skills of learners

Action	Timescale	Resources required	People to involve	Measures of success
Mapping biodiversity on site and identifying new areas we could grow things	December 2025	GIS mapping software - National Education Nature Park's online platform	<ul style="list-style-type: none"> <li>• NENP to support with mapping the biodiversity with learners</li> <li>• Students</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students know the current biodiversity of our site.</li> <li>• We know where we could plan improvements to the site and take action</li> </ul>
Develop the growing garden as a part of lunch time provision	From Sep 2025  Review July 2026	Gardening equipment  Soil/seeds – planned activities ensure that budget allocation is effective, engage with PTA for additional funding.	<ul style="list-style-type: none"> <li>• Head chef</li> <li>• Pupils</li> <li>• HLTAs leading in the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of the number of plant species grown</li> <li>• reduce in green waste being thrown away (pre and post audits to take place)</li> <li>• amount of produce harvested and used in school lunches (pre and post values)</li> <li>• children understanding basic sustainability topics such as pollinators and soil health</li> </ul>
Expand Forest school sessions in KS1 and EYFS to include SEND specific groups	From Sep 2025  Review July 2026	Additional staff, dependent on needs. Specific planning to ensure that this impacts pupil specific needs.	<ul style="list-style-type: none"> <li>• Curriculum lead and SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Forest school is accessed by all pupils.</li> <li>• Send targets are met through impact/input from forest school sessions</li> </ul>
New GLC writing residential focused on immersion in nature	March 2026	Funding for writing residential  Planning, specifically around natural world/sustainability	<ul style="list-style-type: none"> <li>• HoS</li> <li>• English Leads</li> <li>• Year group teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on writing outcomes for the year groups involved.</li> <li>• Pupils understanding of sustainability issues are reflected in the writing and pupils knowledge.</li> </ul>
Chef Tiago organising farm visits for gardening club to understand sustainable farming methods for cultivation.	Spring 2026	Planning around for costs of taking the trips  Staffing of trips	<ul style="list-style-type: none"> <li>• Head-Chef</li> <li>• Eco Squad Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating farm-learned practices in gardening club (composting, soil care, harvesting techniques) – outcomes seen through gardening club presentation at the end of the year</li> </ul>



Follow sessions as part of gardening club.  Presentation to the school/assembly as part of dissemination of learning.	July 2026 – gardening club presentation/assembly			<ul style="list-style-type: none"> <li>learn how food goes from farm to table and food transformation processes (wheat into flour – flour into bread, pasta), milk into cheese, yogurt) – end of year presentation demonstrates this knowledge and understanding</li> </ul>
<b>Increase green space at NG through using the Nature Grant.</b>  <b>Classes to have specific lessons around this through the tree council</b>	<b>Spring term 2026</b>	£10k grant from LA  Tree council links  Trees, planters, soil and planting equipment.	<ul style="list-style-type: none"> <li>Premises manager</li> <li>LA green team</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Planting of new trees in KS1 playground. Species to be chosen to increase diversity of tree stock on the premises.</li> <li>New planter constructed in the Early Years Playground. To be planted in Spring.</li> <li>Y2 planter in alleyway to be constructed over Easter Hols. Both will increase the range of plants and greenery onsite.</li> </ul>
Tree surveys held for both schools to manage and assess health of tree stock.  This information is shared with Eco Squad to increase understanding of tree management  Premises Manager to work with Eco Squad on this.  Eco Squad to link this with learning from tree council	Summer term	Booking annual survey  Eco Squad meeting  Links with the tree council to support sustainable education	<ul style="list-style-type: none"> <li>Premises Manager</li> <li>LA Tree surgery team</li> <li>Eco Squad</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to communicate to the wider school the requirement for tree management and how we can look after trees</li> </ul>



## Pillar 2: Decarbonisation

**Vision: e.g. Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.**

### Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Purchasing and services
- Transport to and from school
- Catering/Food and drinks

### Co-benefits of decarbonisation pillar

- Cost reductions through increased efficiency (school materials, food and energy)
- Physical health from increased active transport
- Healthy food served to students and staff

Action	Timescale	Resources required	People to involve	Measures of success
<b>Identify if solar panels are possible on site and which organization or funding can support us</b>	<b>RF - April 2026</b>	<u>Solar for schools</u> <u>PowerupNorthLondon</u> <u>Geogreen power</u> <u>Community energy Barnet</u>	School business manager Estates team	We know if it is possible to install solar panels at our school and if so which organisation and funding we can utilize. – to review
<b>Switch to LED lighting and install smart meters.</b>  Install meters to monitor usage and adjust behavior.	<b>RF – Autumn 2025</b>  Spring 2026	Smart meters	School Business Manager GLC Premises Manager LA Estates team	Reduction in use of electricity over time – to be logged and reported on to Resource committee as well as wider school.  Reduction/reporting on reduced gas usage
<b>Upgrade boiler system to energy efficient boiler</b>	<b>RF – Planned for 25-26</b>	Funding from LBI capital grant	School business manager LA Estates team	Reduction in gas consumption over time – reported to resources and part of Eco Squad reporting
Improve efficiency of building infrastructure: Ensure drafts are minimized.  <b>RF - Rolling programme of upgrading exterior doors. Replacement doors to be draft proofed.</b>	February 2026	Signage for staff and pupils to close doors. Posters to be created by Eco Squad  <b>Rotherfield are signed up to Action Builder, a platform that collates data about the premises, identifies most relevant projects for decarbonisation and highlights</b>	School business manager LA Estates team and pupils  Premises manager	Reduction in heating bills and use of carbon.



		<p><b>possible grants to fund decarbonisation initiatives.</b></p> <p>LBI and School funded upgrade.</p>		
<p>Conduct an energy audit to find baseline and then track through reductions.</p> <p>Share the outcomes with Eco Squad so wider impact/understanding can be shared</p>	Spring 2026	local authority or energy consultants to assess current usage and identify savings.	<p>LA Estates Team</p> <p>Premises Manager</p> <p>School Business Manager</p>	<p>Recommendations from 2025 audit actioned.</p> <p>Eco Squad can discuss/talk about the energy usage across the estate and</p>
<p><b>Installation of solar panels at NG and then once set up ongoing monitoring of this over time – in terms of generation and savings. Link with premises manager and Eco Squad</b></p> <p><b>Premises Manager has opened conversation with SolarTherm on how to extend the solar array and infrastructure. Quotes requested for battery storage to meet nighttime energy needs of the building.</b></p>	<p><b>October 2025</b></p> <p><b>January 2026</b></p> <p><b>April 2026</b></p>	<p>Resources already acquired</p> <p>Information for Eco Squad to engage with</p>	<p>Premises Manager</p> <p>Eco Squad</p>	<p>Cost savings for the school in terms of electricity</p> <p>Reduction in carbon usage across the school.</p> <p>Increased knowledge and understanding of energy/carbon usage and reduction</p>



## Pillar 3: Adaptation and Resilience

**Vision: Resilience to climate change: adapting our education and care buildings and systems to prepare for the effects of climate change.**

### Areas of action

- Reducing the effects of overheating and/or flooding through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events
- Developing staff, learner and community resilience to a changing environment

### Co-benefits of adaptation and resilience pillar

- Attainment – student education is not affected by extreme weather
- Students and staff are prepared for a changing British climate

Action	Timescale	Resources required	People to involve	Measures of success
Create a school heatwave or extreme heat plan or protocol	May 2026	<u>Heatwave/extreme heat protocol or plan</u>  <u>LBHF guidance for schools</u>	Premises team  Safeguarding Lead	We have a heat plan and protocol in place that staff and students understand.  School doesn't close during extreme heat events.
Assess drainage on site to mitigate against extreme rainfall	January 2026	Cleaning rainwater gully leaf traps added to Every as a twice-yearly activity for Premises Assistant Manager, to ensure drains cope with severe rain.	Premises team	Flooding of school site is reduced over time
<b>Improve shade in the playground at NG</b>	<b>Spring 2026</b>	NG – Nature Grant funding used for planting two new trees in KS1 playground, to provide shade to the building and mitigate Urban Heat Island effects on the southern aspect of the premises.  For two arbour benches to be planted with climbers to provide shaded seating. Benches constructed, to be planted in spring.	Premises team	The playground will have more shaded areas which children use in summer months, % of playground pre and post to be plotted to measure total impact.



## Pillar 4: Climate Education and Green Careers

**Vision: Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.**

### Areas of action

- Embedding climate education across the curriculum
- Building green skills in learners, staff and the education setting community
- Provide students with skills and opportunities to pursue green careers

### Co-benefits of climate education and green careers pillar

- Students prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)
- Careers and skills of learners

Action	Timescale	Resources required	People to involve	Measures of success
Identify areas of the curriculum related to climate and biodiversity that staff feel less confident teaching about through meetings over the year	June 2026	INSET time and planning time for staff  Monitoring by subject leads	Curriculum lead – Chloe and Carmel, Geography and PSHCE leads All teaching staff	Confidence in teaching of biodiversity or climate increases (through pre and post survey.  Quality of teaching has improved in this aspect – assessed by subject lead.
Understand our pollution risk by identifying sources of air pollution and locations in the school that are impacted.  Review pollution levels of schools by checking the air quality through Eco Squad activities	Summer 2026	Air monitoring equipment to be logged monthly by Eco Squad	Science lead and science ambassadors	Pupils are able to describe air pollution levels linked to scientific investigative skills.  They are also able to demonstrate their knowledge of the impact of this on the human body/wider environment.
Subject leads to consider how climate impacts their area and what can be added to our curriculum to enhance delivery.  Curriculum review of subject areas for sustainability and climate change opportunities.	March 2026	Time for subject leaders to review and then meet with staff to disseminate.	Curriculum leads	Quality of teaching has improved in this aspect – assessed by subject lead.
Launch a 'Climate Champions' pupil group led by Oliver and Deb and attend.  Hold termly climate summits with both groups attending – invite other local schools to take part in this to share the climate action plans and have a wider level of impact across Islington	Recruit pupils; hold regular meetings; lead eco-initiatives and assemblies.	November 2025 onwards	Geography and curriculum leads	All areas linked to Eco Squad (highlighted in green) are able to be addressed and impact of this is demonstrated through dissemination activities and end of year outcomes of the group.
Celebrate Climate Education Week – linking to above, one of the summits could be linked to this	Plan themed lessons and activities; invite	Annually in March  RF – Use of Energy Sparks resources to support with	Geography and curriculum lead	All areas linked to Eco Squad (highlighted in green) are able to be addressed and impact of this is demonstrated through dissemination





	guest speakers; showcase pupil work.	delivering lessons on climate education  NG – Use data from weather stations (from Nature Grant) to		activities and end of your outcomes of the group.
Continue to promote sustainable travel: Run a walk to school week  Book Bike ability sessions for all year groups to learn about the importance of sustainable travel  Ensure bike storage is well maintained	October and November 2025	Annually in October	Geography lead  Premises team	Increased levels of health and fitness across the school.  Pupils across the school able to demonstrate understanding of impact of these activities through pupil voice.
Eco Squad to lead across school sharing knowledge and understanding around energy reduction and climate change education – through assemblies and actively leading activities across the schools  <b>RF: Energy Sparks has a separate user login for information/graphs on RF energy use designed to be used for teaching and presenting to primary age pupils. The platform also has several 'activity challenges' for children/Eco Squads to conduct information campaigns on issues such as recycling and energy saving.</b>	From Jan 26-July 26	Energy Sparks  Sessions for Eco Squad to meet, and to share across the schools.  Time to share with the wider school - assemblies		

