

BUTTERWICK



SUSTAINABILITY AND CLIMATE ACTION PLAN 2025/2027

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'Do everything in love' 1 Corinthians 16:14

Together Everyone Achieves More

Butterwick CE Primary School Climate Action Plan created in conjunction with 'Lets Go Zero and Global Action'.

This is the first draft and will be amended on a continual basis.

Reviewed by the Governing Board on:

Created by: Mrs Atkinson Sustainability Lead, Mrs Towers Headteacher, Mr Alistair Godwin Sustainability Governor.

What do we believe?

The Church of England's vision of education Deeply Christian, Serving the common good (2026) states 'Good schools open up horizons of hope and aspiration and guide pupils into ways of fulfilling them... rooted in God's love and compassion for all people and for the whole of creation.'

As a Christian school, we encourage our children to:

- Be responsible for themselves and others
- Respect life in all its forms
- Look for hope in difficult times or situations
- Be courageous to stand up for what we believe in
- Pray for forgiveness for the things that we have done wrong
- Love one another and the world in which we live

Therefore, our Sustainability Climate Action Plan for 2025 (and beyond) is bound by these core values as well as our common purpose to ensure all those within our school community live life in all its fullness (John 10:10) through the promotion and protection of God's World.

What is Climate Change?

The dictionary definition is: A change in global or regional acclimate patterns, in particular a change apparent from mid to late 20th Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,
- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field (DFE 2023).

What is Sustainability?

Sustainability is meeting present needs without compromising the ability of future generations to meet their own needs. It involves managing resources in a way that is environmentally sound, economically viable, and socially equitable, ensuring long-term prosperity for both people and the planet.

Sustainability is often assumed to just mean environmental protection. But it's actually a more complex concept that has three core pillars.

- Sustainability has three pillars: social, environmental and economic:
 - Environmental sustainability involves managing resources and reducing pollution.
 - Social sustainability focuses on equity, justice, and community well-being.
 - Economic sustainability requires businesses to balance profit with environmental and social considerations.

- The pillars guide sustainable development and influence global sustainability goals.



What can we do?

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have an important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy, [Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](#), our sustainability and climate action plan will focus on:

1. **Decarbonisation** e.g. taking action to reduce carbon emissions and becoming more energy efficient.

2. **Adaptation and Resilience** e.g. taking action to reduce the risk of flooding and overheating.
3. **Biodiversity** e.g. engaging with National Education Nature Park Home | Education Nature Park
4. **Climate Education and Green Careers** e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature.

Ensuring our children will:

- spend time in nature and learn more about it
- become actively involved in the improvement of their local environment
- know that regular contact with green spaces can have a beneficial impact on their physical and mental health.

Climate adaptation and decarbonisation activities can provide powerful learning opportunities.

Ensuring, our children will:

- participate in the implementation of climate adaptation measures
- learn in buildings designed for net zero
- find out more about the impact of energy and water use
- see sustainability brought to life in the buildings around them, allowing them to gain experiences which will enhance and contextualise their learning.

Where are we now? What can we do next?

1. Buildings and Energy - LED lights across school, taps that turn off themselves on a timer, heaters on sensors, use natural light and ventilation where possible, automatic light in most toilets, explored motion sensors for classrooms/ leaks and breakages are resolved as quickly as possible, water fountains, smart meter to track energy usage, school buildings condition survey to identify critical investment areas, relax uniform policy for hot weather

Next steps – New boiler & heating system, make small changes to prevent heat loss e.g. draught excluders, change behaviours in our community by running a ‘switch off’ campaign e.g. plug sockets at home time, monitors/ whiteboards when not in use, promote insulating windows et e.g use of blinds

2. Grounds/ Nature – Gardening club to grow produce, Lincolnshire Show, Wildlife area, badger area, pond to learn environmental skills, use of grounds for outdoor learning, bird hide/ feeders, trips that visit nature e.g. environmental centre

Next steps - Water butts, plant more trees, Litter pickers to reduce rubbish on grounds/ local community facilities e.g. park, plant some more plants that encourage wildlife e.g. bees/ re-wilding area/ bug hotels etc, compost bin for fruit waste, grow indoor plants for classroom clean air e.g. peace lillies, rubber plants

3. Consumption/ Recycling/ Waste – Reuse backing paper when possible, scrap paper trays, re-use displays from previous years, re-use equipment where possible, ensure water fountains are useable to reduce plastic waste, recycling hub, recycle bins in every classroom and office, paperless registers, paperless communications with parents/carers

Next steps – Carry out classroom audits to determine what is needed to reduce waste, look for green suppliers, discourage single use items e.g. water bottles, display paper better quality, buy supplies/ equipment in bigger bulks where possible e.g. as a key stage to reduce packaging and save on emissions, plastic free competition to raise awareness of single use plastic, encourage reuse by running second hand uniform event, host swap events e.g. books, games, photocopy using codes to reduce wastage

4. Curriculum/ Green Careers – Lincolnshire Show topics (Y5), visits by farmers who talk about growing food, tractors, local environment walks, Geography topics e.g. water cycle, climate zones, world habitats, the three Rs (reduce, reuse, recycle)

Next steps – Share with staff and pupils what climate change action we take by promoting our successes, Eco- council and working group activities, promote learning through whole school participation in national/ world events e.g. World Earth Day, World Ocean Day, National Clean Air Day, STEM project related to climate change initiative, more speakers e.g. Wind Power, Water ways, sign up to Education Nature Park for resources, embed more opportunities within the curriculum

5. Transport / Air Quality– bike rack to encourage children to ride to school, bikeability training, pedestrian training in Year2, use of local facilities (close by for transport), share transport with other local school to events, every classroom has a CO2 monitor

Next steps – Educate parents to turn off engines when waiting, survey how staff and pupils get to school, walk to school week/ car- pooling, look into becoming an ‘Asthma Friendly’ school by joining the project, plants in classrooms to improve air quality

6. Food – Kitchen use re-useable packed lunch boxes, healthy snack, local produce used where possible, re-useable cups for milk (whole school), use local fresh for seasonable vegetables, food waste collection service

Next steps – Meat free Mondays and educate community as to why, compost kitchen waste, promote healthy lifestyles, encourage packed lunches with less wrappers (nude food), reduce amount of daily waste



Sustainability and Climate Action Priorities for 2025/2027

1. Buildings and Energy

Action	Steps	Timeline	Resources	Who
Assess building for draught and leaks to reduce heating demand	<p>Assess building for areas of heat loss.</p> <p>Make small changes to help prevent heat loss e.g. shutting doors, draught excluders, blinds</p> <p>Use energy saving trust for more tips</p>	December 2025	Building audit	VV/ GW
Installation of new oil boiler and heating system across school	<p>Speak to experts who support school to improve energy efficiency</p> <p>Carry out actions for removal of old boiler and installation of radiators</p>	August 2026	New heating system	School Trust Governors/ VV/ ST
Change behaviours in our communities by running a 'switch off' campaign	<p>Encourage pupils and staff to turn lights and monitors off</p> <p>Provide information to parents/carers in a newsletter</p>	January 2026	Switch off fortnight 2025 – Teacher Guidance -Twinkl (Free)	JA/ Eco- council/ all teaching staff and pupils

'Do everything in love' 1 Corinthians 16:14.

2. Grounds/ Nature

Action	Steps	Timeline	Resources	Who
Increase bio-diversity by tree planting	Educate staff and pupils on their maintenance and why plant trees Select an area of school grounds suitable for tree planting Plant more trees on school grounds	March 2026 By June 2026	Trees for schools – Woodland Trust (Free) International Day of Forests (March)	LW/ JA
Clean the air we breathe indoors	Approach local nurseries to see about plants suitable for classroom Task the pupils with growing and caring for indoor plants	By September 2026	e.g. peace lilies, rubber plants Local supplier – reduced costs	LW/ JA

3. Consumption/ Recycle/ Waste

Action	Steps	Timeline	Resources	Who
Hold a 'plastic free' competition	Eco-council to hold an assembly on why we need to reduce plastic use Hold a competition for each class – who can go the longest without using single-use plastics for their snack	April 2026 (around World earth Day -22 Apr)	Prize for each class	JA/ST
Reduce waste of resources	Carry out classroom audits to determine what is actually needed Pool resources to make new sets for classes	By July 2026 & July 2027	All class resources e.g. pencils, rulers, glue etc	VV/ all staff

'Do everything in love' 1 Corinthians 16:14.

4. Curriculum/ Green Careers

Action	Steps	Timeline	Resources	Who
Increase our school's knowledge of climate change initiatives by joining a climate network	<p>Research networks and decide which is best for our school to keep up to date with latest information and opportunities</p> <p>Sign up to the network</p> <p>Start engaging with the network, read newsletters etc</p>	By December 2025	<p>Eco – Schools (eco-schools.org.uk)</p> <p>Let's Go Zero (letsgozero.org)</p> <p>(Free)</p>	JA/ST
Engage with resources/ events from professionals/ organisations to enhance the curriculum	<p>Sign up to Education Nature Park</p> <p>Share resources on Education Nature Park with all teachers</p> <p>Promote learning through whole school participation in national/ world events e.g. World Earth Day, World Ocean Day, National Clean Air Day</p>	<p>By December 2025</p> <p>January 2026</p> <p>22 April, 8 June, 19 June for World events</p>	<p>Education Nature Park (Free)</p> <p>Resources on websites for national/ world days (Free)</p> <p>Displays produced</p>	JA/ST
Increase our school's knowledge of what actions we already do to help climate and sustainability	<p>Assembly led by Eco-council on why Sustainability and Climate Action is important</p> <p>Share with staff and pupils what climate action we already take</p>	By February 2026	<p>Power-point produced</p> <p>Online resources e.g. Education Nature Park (Free)</p>	JA

'Do everything in love' 1 Corinthians 16:14.

5. Transport/ Air Quality

Action	Steps	Timeline	Resources	Who
Increase our school's knowledge of active and sustainable travel by signing up to TfL's travel for life	Sign up for travel for life Look at what strategies can be implemented at our school in preparation of working towards an award next academic year	By April 2026 By July 2026	Travel for Life (Free)	JA
Tailor support to the transport needs of the school	Survey how staff and children get to school Research ideas to reduce car use in a rural area in preparation to promote to parents	By June 2026 By July 2027	Travel for Life (Free)	ST/ KW/VV
Discourage idling outside of the school to reduce carbon emissions	Download anti-idling leaflet to share with parents Produce posters for school gates	By October 2026 By November 2026	Friends of the earth- For School and Colleges - leaflet	ST/ KW Eco-council
Becoming an 'Asthma Friendly' school	Collect a register of all asthmatic pupils Identify if any pupils are absent due to Asthma Look at the resources available to use in school, including a whole school policy	By December 2025 By December 2025 By April 2026	Asthma Friendly school programme and website (Free)	TC/ KW/ ST

'Do everything in love' 1 Corinthians 16:14.

6. Food

Action	Steps	Timeline	Resources	Who
Reduce food waste ?				
Meat Free Days ?				

'Do everything in love' 1 Corinthians 16:14.