



Nash Mills CofE Primary School

Sustainability Objectives and Climate Action Plan

Created: September 2025

Ratified: September 2025

Interim Review: n/a

Next Full Review: July 2028

Nash Mills C ofE Primary School is a fully inclusive school. The school promotes inclusion across every aspect of school life. We are a family, defined by our core Christian values, which are aligned with the story of The Good Samaritan.

But a Samaritan, as he journeyed, came to where he was, and when he saw him, he had compassion.

Luke 10: 25-37

This manifests through: Love of Learning, Love of Life, Love of One Another

Introduction

Sustainable living is a way of thinking about how we organise our lives, work and education system so that we don't destroy our most precious resource – our planet. It is about helping people to find solutions that improve their quality of life without storing up problems for the future or impacting unfairly on other people's lives. It is about reshaping the way we think about the future.

Aims

- To prepare children at Nash Mills for a lifetime of sustainable living, through teaching, and example in day-to-day practices. We will do this through:
 - Love of life – Pupils will be aware of how climate change will affect our health and well-being. They will be sensitive to the world around them and how we can increase biodiversity and support wildlife in the local area.
 - Love of Learning – We will ensure a robust curriculum offer which allows pupils to learn about, consider and reflect on the world around them and the impact that humans are having on the world.
 - Love of One Another - To be courageous advocates and promote sustainability to the wider community.

Whole school approach

At Nash Mills CofE Primary, we take a holistic approach to sustainability. We are committed to caring for and protecting God's creation and ensuring that it is looked after for ourselves and the future generations.

It is embedded in our school vision and forms the basis of our one school Golden Rule to "Love One Another", and this is part of our school ethos and woven into all areas of teaching and learning. It is a way of thinking that we seek to share with all stakeholders and the local community.

We believe that by fostering positive attitudes about sustainable issues and developing awareness and critical thinking skills in our pupils and the wider community, future generations will be better equipped to manage the challenges that lie ahead for our planet.

Previous work and impact

Since 2020, the school has carried out significant work to reduce its carbon footprint, which has reduced the estimated amount of co₂e down from 258.53 in 2020, to 190.11 in 2025.

This 26% reduction has been met largely by:

- A significant project to replace the roof on half of the school building. This has increased the heat retention of the building and improved insulation throughout.
- Installation of electrically powered heating systems in the KS1 and EYFS buildings, improving the efficiency of the systems and reduction on the need for gas.
- Installation of LED lighting throughout the school, reducing electricity usage.
- Work to reduce environmental impact of uniform demand through second-hand uniform provision and less importance placed on branded clothing.
- Continued engagement with 'walk to school' initiatives, which have significantly helped to reduce the number of cars around school in the mornings. This has also reduced the number of cars parked on the road outside school helping with emissions in the local area.
- Installation of green walling along the front of the school to improve air quality.
- Design of the school lunch menu to include more options which are not meat based.

Plan Formulation and Impact

Annually, the school audits provision and considers certain measures, such as the perceived carbon footprint. This enables us to plan for and aim to reduce the impact that we have on the world around us.

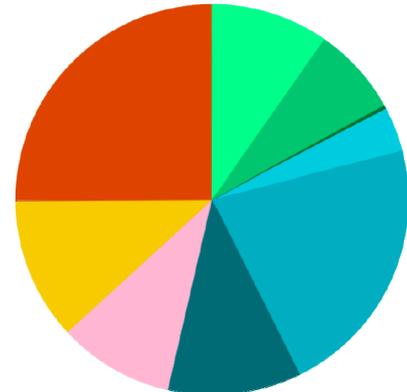


The Count your Carbon tool provides a summary of the impact that the school has on the world around it.

The data from this report is summarised below:

	2020	2025	2026	2027	2028
Estimated Carbon Footprint (tonnes co ₂ e per year)	258.53	190.11			
Main areas of impact		Travelling to school Fuel use for heating Uniforms			

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	19.6	10%
	Electricity Usage	14.8	7%
	Waste Usage	0	0%
	Water Usage	0.4	<1%
Transport	Vehicles	0	0%
	School Trips	7.4	4%
	Student Commutes	43.7	22%
	Staff Commutes	22.1	11%
Food & Drink	Meals	19.3	10%
Purchases	Spending	23.7	12%
	Uniforms	51.5	25%



*'t co2e' or 'co2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

To see impact in the policy, we aim to have a reduction in the school's carbon footprint and achievement of key actions as defined in the action plan overleaf. This will be monitored and considered annually by the governing body.

Climate and Sustainability Action Plan
2025-2028

Target	Action	Timescale	Who responsible	Evaluation
Decarbonisation – calculating and taking actions to reduce carbon emissions				
To install solar panels onto different areas of the school in order to reduce the amount of electricity required.	To seek funding to add solar panels to one area of the school	2025	Head	
	To have solar installed	2026	Head	
	To seek further opportunities to add solar to other areas.	2028	Head	
To reduce inefficiencies in heating around the school.	To create eco-teams to monitor how heating is being used in school and how it can be improved.	2025	Eco-council lead – KL	
	To explore ways in which classroom heating can be centrally controlled.	2026	Site Manager	
	To replace KS2 classroom heaters which are inefficient.	2026	Site Manager	
To identify and reduce what is being thrown away in school.	Do a waste audit of classrooms, staff room, dining hall and the school office	2025	Head	
To reduce the impact that lunchtimes have on the school's carbon footprint	Encourage students and staff to bring plastic free packed lunches	2026	Deputy Head	
	To explore how the dinner menu can contain more meat-free and vegan choices for pupils and see an increase in the take up of this.	2026	Deputy Head	
To see more pupils coming to school by sustainable means.	To continue to engage with Modeshift and its associated activities each year.	2025-2028	Travel Lead – SW	

	To create signage to encourage park and stride or turning off engines whilst dropping children to school.	2026	Travel Lead – SW	
To consider ways in which the school's uniform policy can have less of an impact on the carbon footprint.	To continue to develop the second-hand uniform offer and clothing bank to provide ways to recycle old clothing.	2025	Head & PTA	
	To work with suppliers to improve the impact that different items of clothing have.	2026	Head & Office Manager	
Adaptation and Resilience - Taking actions to reduce the risk of overheating or flooding				
To consider how outdoor areas can be made more accessible during hot weather.	Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather – particularly by KS2 classrooms	2026	Head	
To reduce water wastage within school.	Change taps in bathrooms to be push powered to avoid taps being left on.	2026	Site Manager	
Biodiversity – e.g. by engaging with the National Education Nature Park				
To engage with the National Education Nature Park	To register and complete initial audits	2025	Head	
	To adapt action planning based on the audit findings.	2025	Head	
To work with Learning for Landscapes during 2025 and 2026 to explore further ways in which the school can be developed to support outdoor opportunities.	Site audit to be completed by LfL with pupils and staff.	2025	Head	
	To run staff development and training opportunities to consider how the curriculum can be developed to support this.	2026	Head and Outdoor Learning Lead	
Improve school areas for further biodiversity.	To further develop areas around school in which biodiversity can be	2026	Outdoor Learning Lead	

	improved, for example the Anniversary Garden.			
Climate education and green careers – making sure the education you provide gives knowledge-rich and comprehensive teaching about climate change.				
To ensure that sustainability and climate change are planned into the curriculum.	Audit of coverage, to consider where pupils are taught elements of this and where it could be added.	2025	Head & Deputy Head	
	Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history	2026	Head & Deputy Head	
To help pupils to understand the impact of the work completed within this plan.	Where solar panels and other schemes are introduced to school, to consider how we can include this as part of the curriculum offer so pupils are aware.	2026	Head & Deputy Head	