Climate action plan 2025-2026

Name of school	**The Free School Norwich**
Sustainability lead name	**Katie Smith**
Date of last review	**N/A**

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Organising the sustainability leadership team structure					
Has a sustainability leadership team been structured?	Yes		N/A	Katie Smith (Lead), Darren Webster, Barry Davison	Yes. A Sustainability Leadership Team has been structured to guide and oversee sustainability initiatives

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					across the school.
Has a single sustainability lead been nominated?	Yes		N/A	Katie Smith	
Are members of the sustainability leadership team clear on their duties?	Yes		N/A	Sustainability Lead, SLT.	**Teaching staff** bring expertise in integrating sustainability into lessons and student activities. **Operational staff** handle practical aspects like energy use, waste management, and building maintenance.

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Does the sustainability leadership team consist of both teaching and operational staff?	Yes			Katie Smith (Lead), Darren Webster, Barry Davison	Yes. The Sustainability Leadership Team includes both teaching staff and operational staff to ensure sustainability is integrated into classroom learning and daily school operations.
Does the sustainability leadership team include senior leaders?	Yes		None	Darren Webster	
Implementing a whole-school approach					
Is the whole school involved and engaged in turning the school's climate plan into action?	Moving to fully embed.	Jan. 2025	Increase visibility of Climate Action Plan with staff and pupils.	Sustainability lead, Eco Council, All staff.	Sustainability is embedded through Eco Council

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					activities and curriculum learning. Furthermore, whole-school communication will strengthen collective ownership.
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	Yes	Jan. 2025	Continue to map coverage across year groups.	Subject leaders, Class Teachers.	Climate change and sustainability features in Science, Geography, PSHE and assemblies. Pupils develop age-appropriate understanding and practical awareness.

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Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	Yes	Jan. 2025	None	Eco Council, Teachers, Pastoral Team.	Pupil are empowered through Eco Council leadership, action projects and assemblies that focus on positive environmental action and solution-based learning.
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	Partially	Jan.2025	Increase opportunities for community sharing.	Sustainability Lead, Teachers, Eco-Council.	Some community sharing takes place through events (FME), and Eco initiatives.

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Are parents and the wider community involved in the school's approach to sustainability and climate change?	Partially	Jan 2025	None	Sustainability Lead, Office Staff, SLT.	Parents are informed through newsletters and events. Future plans include greater involvement through Eco projects.
Do trustees and members of the SLT support and drive the school's sustainable activity?	Yes	Jan 2025	None	Trustees, SLT, Sustainability Lead.	Trustees and SLT actively support sustainability priorities. SLTs provide an oversight of the Climate Action Plan.
Is the SLT embedding culture change where sustainability is a priority?	Yes	Jan. 2025	Continue to strengthen across all areas.	SLT, Sustainability Lead.	Sustainability is increasingly embedded into school culture

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					through leadership priorities, curriculum focus and operational practice.
Does climate change and sustainability feature on the agenda at key meetings?	Partially	Jan. 2025	Add standing agenda item in key meetings.	SLT, Trustees, Sustainability Lead.	Sustainability features periodically at meetings. A regular agenda item will further strengthen strategic oversight.
Has the site manager been involved in the school's Climate Action Plan?	Yes	Jan. 2025	None	Site Manager, SLT, Sustainability Lead.	The site manager plays an active role in energy, waste, water and grounds management

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					linked to the Climate Action Plan.
Climate education					
Is climate education embedded throughout the curriculum?	Yes	Jan.2025	Continue to strengthen mapping across foundation and core subjects.	Subject Leaders, Class Teachers, Sustainability Lead.	Climate education is embedded within Science, Geography, PSHE, assemblies and themed learning weeks. Pupils develop age-appropriate understanding of sustainability and environmental responsibility

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					across year groups.
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	Yes	Jan 2025	None	Eco-Council, Class Teachers	Pupils demonstrate high levels of enthusiasm through Eco-Council activities, classroom discussion, assemblies and participation in Eco-Schools initiatives.
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	Yes	Jan. 2025	Continue to develop outdoor and global learning links.	Teachers, Eco-Council, Sustainability Lead	Pupils develop an understandin g of their role as global citizens through

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					sustainability learning, outdoor education, environmental topics and community based Econ projects.
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	Yes	Jan. 2025	Continue to expand biodiversity projects where possible.	Eco-Council, Teachers, Site Manger, Sustainability Lead	Pupils participate in practical biodiversity and sustainability projects including recycling, litter reduction, wildlife habitats, and Eco Schools action plans.

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	Yes	Jan. 2025	None	Subject Leaders, Class Teachers, Sustainability Lead	Pupils learn about the natural world, climate change, sustainability and environmental responsibility through Science, Geography, PSHE and themed assemblies. Learning is age-appropriate and builds progressively across the school.

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[EYFS only] Are children provided with opportunities to develop an understanding of the world and the natural environment?	Yes	Jan. 2025	Continue to enhance outdoor learning opportunities.	EYFS staff, Sustainability Lead.	Children in EYFS develop their understanding of the natural world through outdoor learning, seasonal changes, planting, exploration and nature-based activities linked to the Understanding the World area of learning.
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific	Partially	Jan.2025	Identify and promote targeted sustainability and climate CPD	SLT, Sustainability Lead, Subject Leaders.	Staff access general curriculum CPD and

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facts about climate change and environmental degradation?					subject-specific training. Further targeted CPD relating specifically to climate science and sustainability will be identified to strengthen confidence and subject knowledge.
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	Partially	Jan.2025		Sustainability Lead, Subject Leaders, SLT.	Staff apply age-appropriate approaches of sustainability through curriculum delivery and

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					pastoral learning. Further sharing of national best practice guidance will strengthen consistency across year groups.
Are relevant teaching resources from governmental departments utilised? e.g. from the Department for Environment, Food and Rural Affairs (DEFRA), Waste and Resources Action Programme (WRAP), and the Environment Agency?	Partially	Jan. 2025	Signpost and centralise access to national digital resources.	Sustainability Lead, Subject Leaders, Teachers.	Staff make use of a range of online and curriculum resources. Further promotion of DEFRA, WRAP and Environment Agency materials will enhance curriculum

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					depth and subject knowledge.
Are teachers able to model sustainable practices in relation to their subject specialism?	Yes	Jan. 2025	Continue to develop cross-curricular modelling opportunities.	All Teaching Staff, Subject Leaders.	Teachers model sustainable practices through subject delivery, classroom routines, resources choices and environmental behaviours, supporting pupils to understand sustainability in real-world contexts.

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Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	Partially	Jan. 2025	Introduce regular staff updates and CPD linked to sustainability priorities	SLT, All Staff and Sustainability Lead	Staff receive informal updates and guidance through curriculum leadership and sustainability initiatives. A more structured programme of shared CPD will further strengthen whole-staff climate literacy.
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	Yes	Jan. 2025	None	Eco-Council, Teachers, Sustainability Lead.	The school has an active Eco-Council and provides opportunities for pupils to

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					engage in sustainability -focused projects, including environmenta l action and growing-related activities linked to the Eco Schools programme.
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	Yes	Jan. 2025	None	Teachers, Eco-Council, Site Manager, Sustainability Lead	Pupils learn about sustainable food choices, recycling, waste reduction, energy use and environmenta l monitoring through

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					curriculum learning, Eco-Council initiatives and whole school campaigns.
Are pupils given opportunities to learn outdoors?	Yes	Jan. 2025	Continue to strengthen outdoor learning links across subjects	Techers, EYFS Team, Sustainability Lead.	Outdoor learning is embedded across the school, particularly in EYFS and KS1, with opportunities extended into wider curriculum areas to support environmental awareness and wellbeing.

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Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	Partially	Jan. 2025	Develop explicit links to green careers and future pathways.	SLT, Sustainability Lead, Teachers, Eco Council.	Energy efficiency, recycling and climate resilience are addressed through curriculum learning and assemblies. Future development will include stronger links to green careers and the circular economy (a way of using resources).
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?	Yes	Jan. 2025	None	Subject Leaders, Class Teachers, Sustainability Lead	Climate education is based on age-appropriate, evidence-

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					based scientific understandin g. Teaching is aligned with the national curriculum and trusted educational sources to ensure accuracy and balance.
Green skills and careers					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?	Partially	Jan.2025	To strengthen explicit links between curriculum learning and green skills.	Subject Leaders, Teachers and Sustainability Lead	Pupils develop transferable skills linked to sustainability such as problem-solving, teamwork and environmenta l

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					responsibility. Further work will strengthen explicit links to future green skills and pathways.
Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?	Partially	Jan.2025	To introduce more explicit careers-related sustainability content.	SLT, Sustainability Lead, Teachers.	Assemblies and curriculum learning reference sustainability in real-world contexts. Planned developments include stronger links to green careers, sustainability industries and

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					future employment pathways.
Education estate and digital infrastructure					
Are buildings within the school energy efficient?	Partially	Jan. 2025	Environmentally friendly lighting has been installed throughout the building	Sharon Bacon (business manager), Darren Webster (Principal), Barry Davison (Caretaker)	Due to the listed nature of the building, all windows are single glazed.
Does the school utilise smart meters and energy management systems to reduce usage and bills?	No	Jan.2025	None	Site Manager, Business Manger, SLT.	As the building is leased, access to smart meter data and energy systems is dependent on the landlord and local authority arrangements .

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Has the school implemented measures to alleviate poor air quality around the school premises?	Yes	Jan. 2025	None	Site Manager, Business Manger, SLT.	School is in a built-up area, next to a bus station. Air quality is continually monitored externally, and the school's opening requirement were dependent on good air quality.
Has the school been able to access the Public Sector Decarbonisation Scheme to support decarbonising the estate?	N/A	Jan. 2025	N/A	N/A	School is a leased building and is beyond the remit of our capabilities.

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Does the school make use of best practice advice when investing money to reduce carbon emissions?			None	Business Manger, SLT.	
Does the school have regard to the 'Good Estate Management for Schools' guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?	Yes		None	Site Manager, Business Manger, SLT.	School works with the landlord in decision making about sustainable management of the estate.
Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Partially	Jan.2025	Review and strengthen climate-specific contingency planning.	SLT, Site Manager, Business Manager.	The school has general emergency and business continuity plans in place. Further work will strengthen specific responses to

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					heatwave conditions, flood risk and water resilience linked to climate adaptation.
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	Partially	Jan.2025	Explore external guidance and partnership to strengthen provision.	Site Manager, SLT and Sustainability Lead.	The school engages with Eco Schools guidance and local environmental initiatives. Further use of external advice will enhance biodiversity, drainage resilience and air quality improvement.

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Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature?	No	Jan.2025	Carry out basic environmental and resilience audit of the school site.	SLT, Business Manager and Site Manager	The school is a leased building and any building work is completed in conjunction with the landlord. A formal environmental resilience survey has not yet been undertaken. This is identified as a priority action to inform future estate planning and climate adaptation improvements.

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Has the school looked at ways in which to reduce indoor and outdoor air pollution, e.g. expanding anti-idling zones to reduce the impact of the school commute?	Yes	Jan. 2025	Continue to promote anti-idling messages with families.	SLT, Site Manager, Sustainability Lead.	The school actively promotes anti-idling near the school sit and encourages walking and scooting to reduce local air pollution and improve pupil health.
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?	Yes	Jan. 2025	Continue to promote walking and cycling campaigns.	SLT, Eco Council, Teachers.	The school promotes walking, scooting, and cycling through the Eco-Council campaigns, and newsletter messages to families

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Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	Yes	Jan.2025	None	Eco Council, Teachers, Site Manager, Sustainability Lead.	The school actively supports biodiversity through wildlife habitats, planting, Eco-school activities and projects.
Has the school considered heating solutions which do not utilise carbon intense fuels?	No	Jan.2025	Explore low-carbon heating options as part of future school planning.	Business Manager, Site Manager, SLT.	Current heating systems are managed for efficiency. Opportunities for low-carbon alternatives such as improved insulation, smart controls and

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					future renewable solutions will be explored as part of a longer-term school strategy. Any longterm structural decisions will be the responsibility of the landlord in discussion with the school
Has the school signed up to available weather and flood warnings?	Yes	Jan. 2025	None	Site Manager, SLT	The school receives local weather alerts and warnings through national and local

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					authority systems to support preparation for adverse weather and emergency planning.
Has the school looked at how it can reduce water usage and improve efficiency?	Yes	Jan.2025	Continue to promote water-saving behaviour and monitor usage.	Site Manager, SLT, Teachers and Sustainability Lead	Water use is monitored on site and pupils are encouraged to sue water responsibly. Leaks are addressed promptly and water saving messages are reinforced through Eco Council education.

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Operations and supply chains					
Does the school procure from companies that commit to achieving net zero by 2050 and have a plan in place which shows how they will meet this target?	Partially		Strengthen sustainability criteria within procurement decisions.	Business Manager, SLT, governors.	The school works with approved suppliers and framework agreements. All major suppliers comply to the agreement. Where possible, sustainability and environmental commitments are considered. Further work will strengthen formal inclusion of

Area of action	In place? (Yes/no/partially)	Date checked	Action required	Individuals involved	Additional comments
					net zero and sustainability expectations within procurement processes.
Does the school buy from procurement frameworks that offer sustainable goods and services?	Yes	Jan.2025	Continue to prioritise sustainability within framework choices.	Business Manager, SLT, Governors.	The school procures through approved frameworks that meet value-for-money and compliance standards. Where possible, sustainable and environmentally responsible suppliers are used. Further

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					work will formally embed sustainability criteria into procurement decisions.
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Yes	Jan. 2025	Continue to review menu sustainability and catering provider.	Catering Provider, Business Manger, SLT.	The school provides nutritionally balanced, affordable meals in line with national standards. Opportunities to further strengthen sustainable sourcing and seasonal menu planning will continue to be explored

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					with the catering provider.
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Yes	Jan.2025	None	SLT, Catering Team, Sustainability Lead	School food arrangements are reviewed in line with health, wellbeing and sustainability priorities. Communication with pupils and families promotes understanding of healthy and sustainable food choices.
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought	Yes	Jan.2025		SLT, Business Manger, Catering Provider.	Termly meetings to discuss menus are conducted

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given to ingredients and their environmental impact?					with the external catering provider.
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?	Yes	Jan.2025	Introduce simple monitoring of plate waste and kitchen waste. Set up pupil-led food waste monitoring via Eco Council.	Catering Staff, Eco Council, Teaching Staff and Site Manager.	Catering provider collates data on food waste. Links could be made to science and math learning through real data collection.
Has the school moved away from single-use items and towards reusable alternatives where possible?	Partially	Jan. 2025	Audit single-use plastics used in lunches. Reduce plastic wrap and individually wrapped snacks.	Teaching staff, Site Manager, Office Staff, Eco Council.	Parents can be encouraged to use reusable containers for the children's snacks and

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					for packed lunches.
Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms?	Yes	Jan. 2025	Improve accessibility to donate items for families.	School Office Staff, PTA, SLT	We promote second hand uniform sales. This supports both sustainability and cost of living challenges for families.
Are any free period products provided to pupils sustainable?	No	Jan. 2025	N/A	DSL, School Office Staff.	
Is food sourced locally where possible?	Yes	Jan.2025	Discuss with catering provider opportunities for greater local sourcing.	Catering Provider, Business Manager, SLT.	
Has the school invested in renewable and sustainable energy	Partially	Jan.2025	Explore additional renewable options.	Site Manager, Business Manger, SLT.	We have had an audit for current lighting and

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sources, e.g. solar panels and LED lightbulbs?					have replaced some remaining non-LED bulbs.
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?	Partially	Jan.2025	Review current waste and recycling provision across the school. Ensure clear labelling of recycling bins in classrooms and shared areas.	Site Manager, Cleaning Staff, Eco-Council, Teaching Staff.	Pupil education on recycling can be embedded through assemblies and PSHE.
Has the school taken measures to reduce its use of paper?	Partially	Jan 2025	To review worksheet use and promote digital alternatives where appropriate.	Teaching Staff, SLT, IT Lead, Office Team.	We have increased use of digital communicati on with parents.

Summary of findings and actions

The Free School Norwich demonstrates a strong whole-school commitment to sustainability. Leadership, curriculum, pupil engagement and operational practices are well aligned, with clear support from SLT, trustees, staff and the site team. The Climate Action Plan is embedded and actively reviewed, with realistic priorities identified for further development.

Key Strengths

• Leadership & Governance: A Sustainability Lead and leadership team are in place, with active SLT and trustee support. Sustainability is increasingly embedded in strategic decision-making.

• Curriculum & Learning: Climate education is well integrated across Science, Geography, PSHE, assemblies and themed weeks. Outdoor learning is a strong feature from EYFS onwards. Teachers model sustainable behaviours and pupils engage in eco-focused projects and clubs.

• Pupil Voice & Wellbeing: Pupils are empowered through the Eco Council, action projects and solution-focused learning, supporting positive engagement and reduced climate anxiety.

• Biodiversity & Air Quality: Wildlife habitats, planting projects, anti-idling and active travel initiatives promote environmental responsibility and pupil health.

• Energy, Water & Waste Awareness: LED lighting upgrades, water monitoring, recycling education and digital communication reduce resource use.

• Food & Catering: School meals meet national health standards, with increasing consideration of sustainability within catering and food education.

Key Development Priorities

• Estates & Energy: The leased building limits major changes. Priorities include strengthening climate adaptation planning, further renewable energy exploration, low-carbon heating options and a full site resilience audit.

- Staff CPD: Targeted sustainability and climate CPD is needed to strengthen staff confidence and subject knowledge.
- Community & Parental Engagement: Currently partial; greater involvement through Eco and sustainability initiatives is a priority.
- Waste, Plastics & Food Waste: Introduce food waste monitoring, reduce single-use plastics and strengthen reuse initiatives.
- Procurement & Supply Chains: Sustainability criteria should be more formally embedded within purchasing decisions.
- Green Skills & Careers: Stronger links to green industries and career pathways should be developed.