

Church Crookham Junior School
Sustainability and Climate Change Audit and Ideas for Sustainability Plan

Summary of Audit (September 2024) (used audit tool “Transform our world”)

Area	Strengths	Possible Opportunities for Development
Curriculum (Climate Education & Green Careers)	<ul style="list-style-type: none"> • Road safety lessons about crossing the road safely • Forest school planned to return in spring term 2025 for Year 3 pupils and some other SEND/vulnerable pupils • Cookery included each term and includes seasonality (Biodiversity) • Initial training with teaching staff (Sep 2024) to raise awareness on climate change, sustainability and environmental stewardship. 	<ul style="list-style-type: none"> • Curriculum to cover possible topics like: children looking at own carbon footprint, understanding: <li style="padding-left: 20px;">Fake news <li style="padding-left: 20px;">Fast fashion • Need to include ‘sustainability’ in teaching and learning policy. Consider whether to include in our school values. • Take part in key days, e.g. Recycling week (Decarbonisation) • Look at curriculum areas where sustainability can be incorporated as part of learning and fits with the intent of a spiralling curriculum. • Look at development of Forest School and outdoor learning opportunities • Look at if there is anything from ‘Learning Through Landscapes’, Harmony Curriculum, having an environmental week to raise profile? • Raise profile of allotment for children growing fruit/vegetables (Biodiversity & climate education) • Raise profile of seasonality in food (through cookery?) • Science planning to include air quality monitoring? • Include role models like Greta Thunberg, Sir David Attenborough, etc. in curriculum • Promote ‘green carers’ to pupils • Waste audit into lesson planning?

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		<ul style="list-style-type: none"> • Some work in Y6 linked to financial education about cost of food eaten out of season, shipped from further away and driving to school and not walking? • Look at https://www.youngcitizens.org/resource/saving-energy/ lesson on saving energy in lessons • Look at https://ashden.org/awards/climate-champions/ for examples of inspirational people/businesses/ideas (Climate Education) • Use this resource to help children make the links between meat and deforestation https://www.transform-our-world.org/resources/food-and-consumption/monster-in-my-kitchen-7-11 and also look at https://www.futurelearn.com/info/blog/eating-meat-bad-for-environment?utm_campaign=fl_bau&utm_medium=email&utm_source=marketing&utm_term=210524_GNL_UK&utm_content=copy re eating meat being 'bad for the environment' • Use these https://wickedweatherwatch.org.uk/teaching-resources/ to understand climate change
Daily Practice in School	<ul style="list-style-type: none"> • Children encouraged to bring in a water bottle. (Decarbonisation) • Systems for ordering new items means only those which are needed are ordered. (Decarbonisation) • Paperless communication with parents and other aspects of school (Decarbonisation) 	<ul style="list-style-type: none"> • Consider taking part in: Green Schools Project to access its free resources • Browse WWF's library of free classroom resources • Consider project on endangered animals and naming each class after endangered animal, so they can see impact
Everyday Actions	<ul style="list-style-type: none"> • Recycling in place and separate bins for recycling (Decarbonisation) • Battery recycling in place (Decarbonisation) 	<ul style="list-style-type: none"> • Promote recycling (Climate Education) • Look at having class monitors for turning off lights, shutting doors, etc. (Climate Education & Decarbonisation)

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Safeguarding (Climate Education & Green Careers)	Staff have had some training on: <ul style="list-style-type: none"> • ‘climate anxiety’ and how to support children • need for impartiality when teaching about sustainability and climate change • misinformation that is available (e.g. tiktok). 	
Wellbeing for pupils and staff	<ul style="list-style-type: none"> • New teaching and learning policy has clear expectations about what should be in the learning environment and this avoids too much clutter/paper/laminated items on display. Included an increase in plants, etc. (Decarbonisation) • School Travel Plan in place – promoting safer routes to school and coming to school in a sustainable way which promotes exercise, etc. (Decarbonisation) • Lunchtime organised so children feel they have enough time to eat lunch and therefore reduce waste (Decarbonisation) • (See note above about staff training) • Children taught about road safety (bikeability in Y6) helps children to adopt health lifestyles (Climate Education) • Sensory garden due to be completed by April 2025 (Decarbonisation) • Staff to consider sustainability throughout the year in aspects of work (and not in one session) 	<ul style="list-style-type: none"> • Learning more about sustainability (see other actions) and being proactive in finding ways to improve the environment, promote good behaviours , walk to school and make a positive contribution to the community etc. improves pupil wellbeing and encourages them to adopt healthy lifestyles (Climate Education) • Ideas from staff used to help with this strategy meaning that they also buy into this and adapt their ways.

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	<p>(Decarbonisation & Climate Education)</p> <ul style="list-style-type: none"> • Paperless systems in school (e.g. recording safeguarding concerns on CPOMs log and not on paper) (Decarbonisation) 	
<p>Pupil Leadership/Involvement</p>	<ul style="list-style-type: none"> • Pupil questionnaire included response from children wanting to have a greater understanding of climate change (Climate Education & Green Careers) • JRSOs to promote walking to school, taking part in Walktober, etc. (Decarbonisation and Climate Education & Green Careers) 	<ul style="list-style-type: none"> • Bird feeders, plant wild flowers, butterfly (Biodiversity) • RSPB annual garden bird watch (Biodiversity) • Gardening opportunities (Biodiversity) • Litter picks by children? (Biodiversity) • Specific group of pupil representatives from each class (School Council or Eco-Warriors?) to lead on day to day actions and initiatives in school? (Climate Education & Green Careers)
<p>Parents and the Wider Community</p>	<ul style="list-style-type: none"> • School uniform only includes what the children actually need to wear and avoids unnecessary extras/expense (Decarbonisation) • Second hand school uniform sales (Decarbonisation) • Take part in schemes like ‘recycling glasses’ (Decarbonisation) • Have a clothing bank on site (Decarbonisation) 	<ul style="list-style-type: none"> • Could we have prizes for most creative outfit which is has been put together (rather than bought) for things like ‘World Book Day’? (Decarbonisation) • Taking part in events (and promoting with parents) – meat-free Mondays, growing own food (Biodiversity) • Discuss with external providers (e.g. Koosa Kids) what they implement/plan/do to promote sustainability. • Look at resources from Clean Air Parents’ Network https://you.38degrees.org.uk/partnerships/clean-air-parents-network • Take part in Fair Trade fortnight and/or hold a Fair Trade assembly (see resources in ‘Transform our World’ action plan) • Look at https://schools.fairtrade.org.uk/fairtrade-schools-awards/ to see if this is appropriate? • Look at resources from Eco-Schools – consider the Eco-Schools Green Flag

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		training <ul style="list-style-type: none"> • Consider supporting charity like Water Aid at harvest 2025?
Staff	<ul style="list-style-type: none"> • Awareness raised and audit completed in September 2024 • Training on what we mean by: <ul style="list-style-type: none"> • Climate change • Sustainability • Fossil fuels • The greenhouse effect • Renewable energy • Recycling • Carbon footprint • Ecosystem • Fast fashion • Climate justice • Circular economy • Climate anxiety 	<ul style="list-style-type: none"> • Designated team of staff/member of staff responsible for coordinating and leading school's climate action initiative. • Governance (governors involved in setting the direction, reviewing/auditing and reviewing action plan?)

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Catering	<ul style="list-style-type: none"> • Equipment is new (from 2019) and efficient – new ovens, etc. (Decarbonisation) • Food from Hampshire Catering Services are from trusted and ethical suppliers and are included on their website at https://www.hants.gov.uk/educationandlearning/education-catering (Decarbonisation/Biodiversity) • Children drink from reusable cups in the dining room (Decarbonisation) 	<ul style="list-style-type: none"> • Need to check if catering staff have received training in energy efficient practices. (Adaptation and Resilience) • Composting/food waste facilities in kitchen, dining hall, cookery room and staff room? (Biodiversity) • Include sustainability as part of catering tendering process. (Decarbonisation)
Procurement (Decarbonisation)	<ul style="list-style-type: none"> • Use services and products which are cloud-based systems and not using energy-intensive servers • Consideration is given to energy efficiency when buying new equipment (e.g. standby mode for computers) • Resources are bought at appropriate times so that there is no over-ordering (or ordering things last minute from further afield) and this reduces possible waste and items ordered more locally 	<ul style="list-style-type: none"> • Consider whether sustainability is part of our assessment and validation criteria for services (Decarbonisation) • Recording this in minutes to governor meetings. • Asking regular suppliers if they have a carbon reduction plan and Net Zero target (Decarbonisation) • Review sustainable purchasing – how many items are from recyclable products? (Decarbonisation) • Look at avoiding single use plastic (Decarbonisation) • Look at which items bought support fair trade (e.g. tea/coffee in staffroom?)
School Buildings and Grounds	<ul style="list-style-type: none"> • Most rooms have double glazing and have insulated walls, roof, etc (Decarbonisation). • Installed new hall doors to help reduce heat loss, etc. (Decarbonisation) • All rooms have LED lighting except in one part of the building (Decarbonisation) 	<p>We are graded as 'grade F' on the 'Operational Rating' https://find-energy-certificate.service.gov.uk/energy-certificate/2198-5914-2972-3902-9402</p> <p>Review, as a priority, our grading on this and what to do improve our 'Operational Rating'</p> <ul style="list-style-type: none"> • Consider double glazing in Y3, Y6, music and cookery rooms and Y3/6 hall

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	<ul style="list-style-type: none"> • Raised awareness with staff about turning off lights, shutting doors (heat retention) and not leaving items like computers on standby in September 2024 • Central heating controls are set to appropriate temperatures and these are monitored. (Decarbonisation) • School has smart meter, renewable energy (solar panels) and governor meetings do include checks on water meters, etc. • Water pipes are insulated and have timer controlled switches (Decarbonisation) • Clear procedure for waste – recycling bins, batteries are recycled (Decarbonisation) • Obsolete IT equipment is donated to charities/companies that specialize in recycling technology, providing certified assurances that all data has been securely wiped before reuse (Decarbonisation) • Areas on school site include pond, trees, hedgerows, wild growth and wood stack (Biodiversity) • Cycle shelters/scooter pods and other places for children to store bikes, etc. (Decarbonisation) • Having a no-mow zone around the wildlife garden (Biodiversity) 	<p>(Adaptation and Resilience).</p> <ul style="list-style-type: none"> • Put plug in staff room sinks to discourage washing up under a running tap • Consider changing lighting to LED lighting in remaining 4 classrooms • Posters to remind staff and pupils to turn off lights, class monitors who have a role to turn off lights, shut doors when classes leave for assemblies, etc. • Continue with this in governor meetings. • Need to check if school grounds use non-chemical alternative for weeds and limited use of herbicides and pesticides • Check sustainability approaches cleaning company have • Consider charging stations for electric vehicles (Decarbonisation) • Any areas for collecting water from roofs (e.g. PE shed?) (Adaptation and Resilience)

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