

DfE Sustainability and Climate Change Strategy – September 2025 requirement

Dodford First School supports the national ambition for a net zero education sector, while ensuring pupils develop the knowledge, skills, and values needed to understand and respond to climate change. We need to do what we can to keep the planet from warming more than 1.5°C above pre-industrial levels.

Actions focus on reducing energy use, waste, paper consumption, and carbon emissions through monitoring, behaviour change, and efficiency measures.

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	3. Decarbonisation – reduce carbon dioxide emissions and greenhouse gases. 4. The Green Team (September 2025-July 2026) is working towards the Eco-Schools criteria for Green Flag renewal. This academic year, our three topics are: • Energy • Transport • Global Citizenship	2. JW 3. Green Team	School Environment: The school actively reduces its environmental impact through sustainable practices and use of outdoor spaces. Community & Culture: The school community works together to promote sustainable values now and for the future.
Energy Efficiency Green Team topic focus 2025-2026: Energy.  Signed up Nov 2025.	Main Aim: Reduce energy overtime. Steps: 1. Audit: Undertake an audit of the current light bulbs and develop options to replace lightbulbs with more energy-efficient replacements. 2. Purchase and replace: Purchase energy efficient light bulbs and replace existing lightbulbs. 3. Red spots to be placed on secondary light switches (those that are required to be switched on in low light). 4. Use outdoor learning regularly, particularly during Earth Day / Eco Week. 5. Green Team share energy eco actions with whole school i.e. Switch Off Fortnight, Switch off monitors for lights, whiteboards and other tech devices. 6. Decarbonisation – Use less fossil fuels such as oil where possible. Counterbalance our use of fossil fuels as soon as it is feasible to do so.	EW 1&2 EW 3&4 All staff 5 Green Team	Pupils: Pupils understand how to save energy and use resources responsibly at school and at home. Curriculum: Learning across the curriculum helps pupils understand energy use and why saving energy matters. School Environment: The school reduces energy consumption through efficient systems and daily energy-saving practices. Community & Culture: The school community works

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	7. Research renewable sources of energy including wind, solar, hydropower, geothermal and biomass. Move to sustainable sources of energy as soon as it is viable to do so taking into account factors such as replacement boilers installed 2025, oil being our main source of fuel and the school budget.		together to promote energy-efficient behaviours beyond the school day.
Waste Reduction and Recycling	Main Aim: Reduce waste by reducing, reusing and recycling. - Reducing waste at the source – encouraging mindful consumption and avoiding unnecessary materials. - Reusing resources – finding creative ways to extend the life of items before disposal. - Recycling effectively – ensuring recyclable materials are separated and processed correctly. Steps: - Undertake an audit of the current bins in use. - Every classroom should have a waste bin, recycle bin and scrap paper tray. - The playground should have a green waste bin, recycle bin and a general waste bin. - The dinner hall should have a food waste bin and general waste bin. - Green waste is composted on site. - Paper is sourced from 'forest protected'	All staff and pupils - Green Team - All teachers - EW/JW - KM - KM - SK	Pupils: Pupils reduce waste and recycle correctly, understanding why this helps the environment. Curriculum: Learning across the curriculum teaches pupils how to reduce, reuse, and recycle. School Environment: The school minimises waste through effective recycling systems and reduced use of single-use materials. Community & Culture: The school community works together to reduce waste and promote recycling at school and at home.

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	- Use both sides of the paper where possible. - Only biodegradable glitter is to be used. Normal glitter is microplastic and causes harm to living creatures. - Recycle batteries and ink cartridges. - Second-hand uniform option for parents. - Litter picking in the community – parent loan litter pickers to litter pick in the local community. - Reuse, reduce and recycle.	- Staff and pupils - All staff - Dodford families - JW/KM - Staff and pupils	
Biodiversity  Signed up to RSPB Big Schools' Birdwatch 05.01.2026  Signed up to RSPB Wild Challenge 05.01.2026	Main aim: Pupils understand the importance of biodiversity and its role in maintaining healthy ecosystems. - Increase awareness of life on Earth and the significance of different species and habitats. - Pupils take action to protect and improve local ecosystems. - Foster critical thinking and responsible citizenship among pupils, equipping them with knowledge to address environmental issues. - Pupils interact with various plants and animals, fostering a deeper appreciation for nature. Steps: - Signed up to RSPB Wild Challenge 05.01.2026 - What's under your feet? - Wild area within school grounds – wildflowers, not mown.	- KM - Green Team - EW/KM	Pupils: Pupils understand the importance of plants and animals and show care for living things. Curriculum: Learning across the curriculum develops pupils' understanding of biodiversity and habitats. School Environment: The school enhances biodiversity through well-managed grounds and outdoor learning spaces. Community & Culture: The school community works

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	4. RSPB Big Schools' Birdwatch (January to February) 5. Habitats and feeders maintained within the school grounds.	4. KM 5. Staff and pupils	together to protect and support local wildlife.
Sustainable Travel Green Team Topic Focus 2025-2026: Transport	Main Aim: Minimise the negative impacts of travel on the environment. Steps: 1. Source transport from reputable companies. 2. Opt for sustainable vehicle to travel where it is feasible. 3. Leave destinations undisturbed for wildlife to thrive. 4. No idling – parents turn off their engine during school run. 5. Provide pupils with the skills to be safe when travelling on foot with pedestrian training. 6. Provide pupils with the skills to use alternative transport: Balance-ability and bike-ability. 7. Promote healthier choices than a vehicle such as a petrol car such as car share, walk, scoot, cycle to and from school. 8. Ask parents to take the most economical route to and from school.	1&2. CB/LH 3. Staff and pupils 4. Dodford families 5. KM 6. JW/KM 7. Green Team / Dodford Families 8. Green Team	Pupils: Pupils understand the benefits of walking, cycling, and other sustainable ways to travel. Curriculum: Learning across the curriculum promotes safe, healthy, and sustainable travel choices. School Environment: The school encourages sustainable travel through safe facilities and clear routines. Community & Culture: The school community works together to reduce the environmental impact of travel to and from school.
Food and Consumption	Main aim: Reduce food waste. Steps:	Whole school	Pupils: Pupils understand where food comes from and make

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	1. Pupils sow, nurture and harvest fruit/vegetables. 2. Reusable lunch storage options are encouraged, i.e. food safe cloth wrap or reusable pot rather than a single-use plastic sandwich bag. 3. Food waste is reduced where possible – catering company to monitor portion sizes of school dinners. 4. Pupils learn about sustainable food choices such as using fresh, sustainable and locally sourced ingredients, Fairtrade option, and less meat. 5. Catering company review their menu regularly – meals where there is most waste to be replaced with healthy, cost effective, less waste options.	1. Teachers and pupils 2. Dodford Families 3. Catering company for school dinners 4. Teachers & Green Team 5. Catering company	healthy, sustainable food choices. Curriculum: Learning across the curriculum helps pupils understand food, waste, and responsible consumption. School Environment: The school promotes sustainable food practices, including reducing food waste and encouraging healthy eating. Community & Culture: The school community works together to support sustainable food choices at school and at home.
Water  Assembly and workshop 04.03.2026	Main aim: Reduce water usage. Steps: 1. Audit taps and check for leaks. All staff and pupils report leaky taps and toilets to EW. 2. Water Butt replaced and used to water garden. 3. Replace taps with more sustainable options such as censored taps to reduce water usage.	1. EW/KM/Green Team 2. KM/EW 3. EW	Pupils: Pupils understand the importance of water and use it responsibly in school and at home. Curriculum: Learning across the curriculum helps pupils understand water use,

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	4. Seven Trent assembly and workshop (Wednesday 4th March 2026). 5. Avoid water pollution – no hazardous waste, micro plastics (glitter) etc. to be disposed of down the plughole, drain or outside – must be disposed of safely and securely. 6. Water quality from taps checked regularly.	4. KM 5. Staff and pupils 6. EW	conservation, and care for the environment. School Environment: The school reduces water use through efficient systems and everyday water-saving practices. Community & Culture: The school community works together to promote responsible water use beyond the school.
Adaptation and Resilience	Main Aim: Ensure school is prepared for climate-related risks (heat, flooding, extreme weather). Steps: • Maintain safe, accessible outdoor spaces in all weather conditions. • Promote outdoor learning through Muddy Monday, class outdoor areas and physical activity. • Develop awareness among staff and pupils about adapting to changing weather patterns.	All staff	Pupils: Pupils understand how to cope with change and keep themselves and the environment safe. Curriculum: Learning across the curriculum helps pupils understand weather, climate, and how communities adapt to change. School Environment: The school is prepared for environmental challenges and

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			supports safe, resilient learning spaces. Community & Culture: The school community works together to respond positively to change and build resilience for the future.
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2025-2026 Baseline / Current Status

Biodiversity: School Garden, local wildlife habitats, classroom outdoor spaces.

Curriculum coverage: Environmental topics included in PSHE, geography, science and across the curriculum where possible.

Recycling practices: Recycling bin in main office and Resources Room next to photocopier

Document created by Mrs Jennifer Wakelam

Roles: Headteacher

Month and year first created: September 2025

Adapted/updated: January 2026

Academic Year: 2025-2027