ST GEORGE'S JUNIOR SCHOOL 2025-2026
SUSTAINABILITY ACTION PLAN

Lead Person: Charlotte Worley **Sustainability team:** Karen Sequeira, Craig Pearce, Clare Smallwood, Jenny Constantine, Wayne Lloyd, Sharon Pacini Eco Team School Council Safeguarders	**Focus:** **Sustainability and climate change: a strategy for the education and children's services systems**

Objective/Action	Success criteria	Impact	Lead person	Time Scale	Resources es/ Costs/Time	Review
To enhance our outside space, creating wildlife habitats.	Bird feeders, log piles, minibeast homes, leaf piles, etc. attract and provide habits for wildlife. Rewilding project for the disused land	Our school and pupils support the development of healthy ecosystems. Pupils engaged in the project, taking responsibility for maintaining the areas and inspired to recreate this at home.	Karen Sequeira & eco club	Summer Term 2026	Time to collect materials/ask for donations Time with eco club to set up and	Wild area maintained around the outside classroom. Planters and mini beast homes

	around our car park area.				maintain areas.	moved from sensory area to the wild area.
To ensure we are recycling correctly	Milk bottles and lids washed Clarify expectations around paper recycling and cardboard Food waste from the lunch hall and the staffroom is disposed of appropriately Empty crisp bags collected to be recycled Display to encourage recycling	Pupils and staff understand the importance of recycling in our school and for the wider environment.	Karen Sequeira & eco club	Autumn term/On going	Time for assembly and staff reminders Food waste bin for the staffroom Food waste bin on the playground Box for crisp bags in the hall Eco team to create display	Food bin on playground and regularly emptied Box in use for collecting crisp bags in the hall The word “recycle” has been created out of recyclable materials and is on display in the hall Food bin in the staff room to support with appropriate disposal of food stuff.

						Recycling and reusing of materials is woven through the DT curriculum
To reduce our carbon emissions	IT devices turned off or in sleep mode when not in use. Charging units turned off at the plug at the end of the day and back on each morning. Active Travel Initiative encourages pupils to walk, bike or scoot to school- Scootering encouraged as an active travel choice Children and families cycle more	A whole school culture of energy conservation – every unit of energy consumed uses up natural resources on our planet, energy saved means resources saved for our planet! (Maths link - topics to work out how much energy you currently use at school and see what happens after you've made some changes) Children log travel every day. They earn badges for regular active travel Scooter Workshop for all Y3 children. This will encourage active travel and general active lifestyles, as well as road safety A cycle mechanic will set up a Dr Bike station to offer simple maintenance for	Jenny Constantine & school council	Autumn Term/Ongoing Summer Term Summer Term		School Council delivered posters to each class about turning off lights and board Class monitors check classroom ipads, boards and lights off etc Active travel- KS and eco-council have actioned this – tracked daily in each class.

		bikes to allow children and families to cycle more				All Y3 pupils attending a scootering workshop. Year 5 pupils participate in cycling programme to promote safe, active travel. Global warming and the impact of carbon emissions is featured int he Science curriculum
To reduce waste through careful storage of play equipment	Play time sheds and equipment are kept tidy. Pupils are showing ready respectful safe behaviours when using play equipment.	Whole school culture of respecting property to help reduce waste. Pupil understanding of cost of resources.	Jo McMillan Jen Hughes & Safeguarders	Autumn Term/Ongoing	After school Safeguarding Club	Pupils regularly review equipment throughout sessions. Emails have been sent to teachers as well as posters and

						reminders to pupils. When shed is untidy, it is cleared and reminders sent out. Seen a reduction in mess and untidiness. Children produced posters and put near designated areas.
To develop curriculum opportunities that promote sustainability	Pupils aware that the environment is everyone's responsibility and small actions can help make big changes. Pupils aware of what career opportunities in environment and sustainability.	Curriculum that develops pupils' knowledge of sustainability inspires them to make changes in their own lives.	Craig (years 5&6) Clare (years 3&4) Abby Jones (PSHE Opportunities)	Spring Term	Leadership release time PSHE curriculum costs	Yr3 pupils more aware about food waste and eating seasonal food held. Food recycling in place for breaktimes. DT-Pupils cooked with seasonal produce and took a recipe home to cook.

						Pupils aware of ways to preserve food for when itis not seasonal. Pupils more aware of biodiversity in science lessons and how we can improve it locally. Yr 4 Covered in the electricity unit in summer term, so are aware of different sources of power and alternative options. They are also aware of sustainable farming and food choices. Yr5 and 6 – children understand

						the importance of local food production, the cost of food transportation and its impact on the environment. Pupils learn to prepare food from a wide variety of cultures using locally sourced produce. Pupils learn about the impact of human development on the natural world (deforestation, pollution etc)