



Homer First School and Nursery

Royal Borough of Windsor and Maidenhead

Sustainability Leadership and Climate Action Plan 2025 – 2028

3 year plan

Sustainability Leadership and Climate Action Plan

Our overall aims for this action plan:

Reduce the school's carbon footprint by cutting energy use, improving efficiency, and increasing the use of renewable and reusable resources.

Promote sustainable travel and behaviour change among pupils, staff and families to lower emissions from journeys to and from school.

Build resilience and protect the school environment by maintaining buildings, preparing for extreme weather, and improving outdoor spaces for learning and biodiversity.

Embed climate education and responsible consumption throughout the school to increase awareness, reduce waste, and empower children to take environmental action.

(Version for our younger people who are interested in the environment)

Help our planet by using less energy at school – turning off lights, saving heat, and choosing reusable things instead of throwing things away.

Travel in greener ways, like walking, cycling or scooting to school, so there's less pollution in the air.

Look after our school buildings and outdoor spaces so we can stay safe, learn outside more, and enjoy nature.

Learn how to care for the environment through lessons and activities, so everyone knows how small actions can make a big difference.

Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
1. Decarbonisation A) Energy			
-poor energy-efficiency	-ensure that energy is not wasted -increased use of renewable energy sources – recycling Discourage use of single use plastic.	-Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever possible -Staff and pupils to keep outside doors closed during break and lunch times. -children encouraged to walk, cycle or scoot to school – reduce cars used - classroom thermostats will be kept as low as needed during the day and reduced to 21 degrees Celsius once classroom is empty. -windows are closed unless rooms are up to temperature. -daylight lights: turn off when no-one is in the room – whole school. -recycling bins for paper in all classrooms, offices and next to photocopier and guillotine. -recycling batteries – to be researched -Main school bins are divided into recyclable materials and general waste. -increase use of renewable energy sources:	• Increased energy-efficiency across the whole school. • Increased use of renewable energy sources on the school site and commitment to this. • There is a positive culture and influence behaviour change around reducing energy use in staff. Pupils and parents. • There will not be milk bottles in general waste.

	EYFS/KS1 milk bottles are put in general waste – create a recycling initiative. Use reusable cups and plates in breakfast club and after school club.	-Encourage refillable water bottles for pupils and staff. -Recycle the plastic bottles and lids -Use of non-disposable cups and plates in breakfast and after-school clubs. Also in school events, where possible.	
Decarbonisation B) Travel			
Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
Carbon footprint and emissions to be reduced.	Incentives to encourage the children to consider their carbon footprint and emissions. Whole school culture to develop an awareness of carbon footprint and emissions.	-Encourage journeys taken by walking, cycling and public transport through newsletters and assemblies. -Take part in 'Walk to School' week. -Create a positive culture and behaviour change around transport use. -Recognise the effect emissions has on the environment through teaching across the curriculum and assemblies. Road Safety training annually for KS2 children.	• Encourage journeys taken by walking, cycling, scooting and public transport. • Create a positive culture and behaviour change around transport use. • Walk to school weeks and

	Use of local coach company for trips to reduce their carbon footprint and emissions.	Bikeability available for Y3 and Y4 children (optional) -Use of local bus companies for travel to reduce carbon footprint and emissions. -residential are local, reducing emissions and carbon footprint.	initiatives increase this and fewer pupils are driven to school.
2. Adaption and Resilience			
Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
School to be able to remain open during extreme weather. Maintenance of school buildings.	Frequent building inspections SLT to update policy and procedures for evacuation. Purchase some more sun shelters SLT / Site Manager to review building and identify priorities/	-Reduce the risk of school closure and disruption through maintenance of building and health and safety walks by SLT, Site Manager, Finance Officer and LA Building Service team. -Update school's condition projects annually. Health and Safety Policy and evacuation plan updated regularly. -Remote Learning strategy in place -Sun shelter available -Salt stores for snow/ice -Ensure school site can cope with more extreme weather.	- The school is resilient to weather and adverse conditions, minimising the risk of closure. - Sun shelters available for all children. - A continuing improvement in school buildings.

	Encourage the use of recycling School rubbish to be separated into general waste and recycling. Encourage staff to minimise photocopier and paper use.	-Protect staff and pupils from the risks of extreme weather using local authority guidance. -Annual review of building and priorities. Use of Capital fund to pay for building updates. -Paper recycling bins in classes and corridors. -Whole school separate bin collections. -Staff to be encouraged to reduce photocopying and use of paper. Share copied resources and photocopy on both sides of the paper.	• Bins will have only correct waste in. • Less paper will need to be bought.
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3. Biodiversity

Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
All waste is going to landfill. All outdoor areas need to be maintained. Some jobs are not suitable for children to do. More outdoor learning needs to be happening.	Food waste to be separated into compostable or not. Litter picking Encourage staff to plan lessons that can be taken outside. Schedule two maintenance days in Spring and Autumn and invite parents to come and help with maintaining and improving the outside areas.	-bin to be available at lunchtime for dinner waste to be sorted into compostable and general rubbish. -Regular litter picks. -Eco Warriors to use litter pickers to collect rubbish and dispose of it correctly. -Green spaces to be utilised for teaching and learning – Jubilee Garden, field and playground. Outdoor rugs to be sourced. Parents to be invited, twice a year, to a maintenance day to maintain and improve the outdoor area. -Resources to enable maintenance to be completed – wood preserve, compost, tools, brushes etc.	• All compostable food waste will be together to compost. • Litter will be greatly reduced around school. • More teaching and learning will take place outside. • Outside areas will be maintained, repairs completed, wood will be preserved and general gardening tasks will be done.

Are our cleaning products bought with thoughts about the environmental affect they could have?	Research ways to reduce the cleaning chemicals we use. Current supplier has a sustainability programme.	-Continual reflection on the use chemicals used in school to consider reducing or changing them. Refillable bottles for soap and cleaning spray bottles.	• If possible, use of chemicals will be reduced. Some cleaning products may be swapped to others that are better for the environment.
Children need to learn about plants being essential in the world	Homer Growers Gardening Club to plant and maintain a variety of vegetable, shrubs, trees and flowers. Each class has an indoor plant to nurture	- Homer Growers to be able to buy seeds/plug plants/ established plants to grow vegetables, plant shrubs, flowers, herbs and trees and maintain these. Budget created to fund this. SLT to investigate suitable plant for classrooms.	• Gardens, planters and pots will have a good selection of vegetables, shrubs, herbs, trees and flowers.

4. Waste and Consumption

Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
We create too much rubbish that ends up in landfill.	More recycling to be actioned: paper, plastics, glass and clothes. Recycle IT equipment and electronics.	-Paper recycling bins in all classrooms and by photocopier and guillotine. -School kitchen to ensure that packed lunch children take their rubbish home and are encouraged to recycle it there. --Kitchen to separate waste food from non-compostable waste. Eco Warriors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. -School link with company to recycle electronics when needed.	• Rubbish will be separated to enable as much recycling as possible. • Reduced heating and electricity costs.
Using rain water instead of the hose.	Find ideas of how to collect rainwater and for it to be safe for children to be near – ie, a cover of some sort.	Identify ways to collect rainwater without having a large, open vessel that children could climb into.	• Not using a hose pipe because we collect our own water.

5. Climate Education and Green Jobs

Problem statement	Actions that can address the problem	How we will implement the identified action	What success will look like
Poor air quality around our school. Children and families need to know more about the effects their actions have on the environment.	Educating parents and pupils to recognise emissions and effect of travel to and from school, general travel and food. All classes use cross curricular links to teach the children about Climate and Climate Change. Eco Warriors can lead change understanding across the school. Parents support walk to school, leave cars at home. Pupil voice to evaluate what the children understand, what they perceive as issues and what they already know.	-regular updates from school to parents about car emissions around the school area. Reminders about idle engines when parked near the school. - Science, Geography, PSHE and enrichment activities/ -Eco Warriors lead assemblies. Posters and reporting back to their classes after the EW meetings. -Create an incentive for children who walk/cycle/scoot to school. Possible idea – wear trainers on a Tuesday if you didn't use the car or parked further from school and walked a section of the way. -SLT and Sustainability Lead to discuss and then create a pupil voice document. This could then be used by class teachers to gauge the level of understanding the class has.	• Fewer cars idling outside the school. • All classes finding time to teach about Climate. • Assemblies scheduled regularly. • More children will walk / cycle / scoot to school. • Document produced for class teachers to use to inform levels of

