



**School Name:** Offenham CE First School  
**Head/Sustainability Lead:** Jayne Nicol  
**Carbon Baseline:** See carbon data collection sheet.



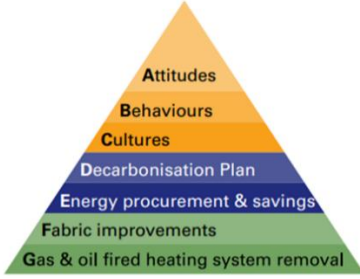
**Date of Plan:** September 2025      **Date of Review:** September 2026

## Excellence in education and skills for a changing World:

*Preparing all young people for a world impacted by climate change through learning and practical experience*

Action	Resources	Start date: Review Date:	Link to SIAMS/Ofsted	R (Not achieved) A (In progress) G(Achieved) At school level
<p><b>Climate Education DoW DBE Sustainability &amp; Climate Change Action Plan (S&amp;CCAP)</b>  <i>-Age-appropriate progressive learning about; nature, the causes and impact of climate change and the importance of climate change.</i>  <i>-Encourage children to be courageous advocates in actively promoting, developing and engaging in climate change and sustainability projects in the school, local, national and global contexts.</i></p> <p>1. Consider appointing a sustainability lead</p> <p>2. Consider having a pupil Green/sustainability team</p> <p>3. Consider holding sustainability assemblies led by internal sustainability team and outside speakers, when we can, to provide free assemblies</p> <p>4. Consider appointing a governor responsible for Green/sustainability issues</p>	<p><a href="#">Eco-Schools Award</a></p> <p><a href="#">Young Climate Warriors free Climate Change club in a box</a></p> <p>Free assemblies: <a href="#">Young Climate Warriors</a></p> <p><a href="#">Severn Trent Education</a></p> <p><a href="#">Water Aid</a></p> <p><a href="#">Eco-Schools Award</a>. programme can be followed without applying for accreditation.  <a href="#">Young Climate Warriors free Climate Change club in a box</a> series of 10 sessions for KS2 &amp; 3</p>		<p><b>SIAMS IQ2a:</b> Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils strengthen their care for the world and its inhabitants.</p> <p><b>OFSTED Quality of Education:</b> The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.</p>	<p>-Mrs Nicol/Mrs Newton are sustainability Leads            -Pupil ECO ministers are in place            -We hold sustainability assemblies led by ECO ministers and outside speakers, when we can, to provide free assemblies            -We have a Green Governor</p>
<p>5. Provide regular CPD to increase staff awareness of and leadership around sustainability and explore training (e.g. Climate Literacy) for the sustainability lead.</p>	<p><a href="#">Teaching for sustainable futures   IOE - Faculty of Education and Society - UCL - University College London</a></p>			

	<p><a href="#">Education - The Carbon Literacy Project</a></p> <p><a href="#">Ministry of Eco Education   Home</a></p> <p>LGZ webinars <a href="#">Embedding Sustainability into the curriculum, Green Jobs and Skills.</a></p> <p><a href="#">Earth Cubs and Environmental Learning - Earth Cubs free CPD</a></p>			
<p>6. MAT to ensure Headteacher Meetings cover sustainability with regular updates on the Carbon Zero Agenda and Sustainability</p> <p>7. MAT to dedicate Subject Hub time to mapping current curriculum connections to climate and outline potential additional opportunities to teach about climate change, social justice and green economy using Curric for Changing Climate tool from Teach the Future.</p>	<p><a href="#">Map the curriculum tool - The Education and Training Foundation.</a></p> <p><a href="#">Curriculum for a Changing Climate</a></p> <p><a href="#">National Education Nature Park Green Skills with curriculum links</a></p> <p><a href="#">Ministry of Eco Education curriculum resources</a></p> <p><a href="#">Learning through Landscapes Climate Ready Lesson Plans</a></p>		<p><b>Link to SIAMS/Ofsted</b></p> <p>SIAMS IQ2a: Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils strengthen their care for the world and its inhabitants.</p> <p>OFSTED Quality of Education: The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.</p>	
<p><b>Green Skills &amp; Careers DoW DBE (S&amp;CCAP)</b>  <i>Harness children and young people's passion and interest for climate change and sustainability by highlighting opportunities for them to develop relevant skills.</i></p> <p>1. Consider utilising free primary careers resources from First Careers and Primary Science Teaching Trust or Earth Cubs or invite a volunteer Climate Ambassador to share their expertise talk about their green career</p> <p>2. Access advice and support from Net Zero Program Manager for Schools through the Diocese – and promote <b>Decarbonisation Diamond</b></p> <p><b>ABCs of decarbonisation developed by DBE Services:</b></p>	<p><a href="#">Earth Cubs and Environmental Learning - Earth Cubs</a> plus resources <a href="#">specifically about green jobs.</a></p> <p><a href="#">First Careers</a></p> <p><a href="#">A Scientist Just Like Me - Primary Science Teaching Trust</a></p> <p>Email Climate Ambassadors to request support:  <a href="mailto:climate-ambassadors.wm@keele.ac.uk">climate-ambassadors.wm@keele.ac.uk</a></p>		<p><b>SIAMS IQ1a</b></p> <p>School leaders ensure that the Christian vision is a living reality that enables pupils to flourish both as a student and in the world of work by providing access to expertise and guidance around potential green careers through resources such as Diocesan Net Zero Carbon Prog Managers and the Climate Ambassadors project.</p> <p><b>OFSTED Quality of education</b></p> <p>The school's curriculum intent and implementation are embedded securely and consistently across the school. The work given is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Curriculum content includes in house teaching as well as external partners such as Climate Ambassadors providing insight and expertise about career opportunities in the green sector.</p>	<p>We have Wow/Ow assemblies each Monday - often we focus on our world and our responsibility as stewards of creation. We look at influential people who have shaped our world for the better. We have a 'Green' section within our library</p>

				
<p><b>Net zero:</b>  <i>Reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.</i></p>				
<p><b>1. Sign up to</b> As requested by DBE, all church schools join this campaign, to support their transition toward a Net Zero Carbon position.</p> <p><b>2. Calculate your Carbon</b> – supported by the Trust – calculate your carbon and input into the Count Your Carbon website</p>	<p><a href="#">Let's Go Zero</a></p> <p><a href="#">Count Your carbon</a></p>		<p><b>SIAMS: IQ5:c</b>          We partner with Let's Go Zero and Eco Schools Count Your Carbon as an outworking of our theologically rooted Christian vision. By working towards zero carbon, we align with these partners' aims for a more equitable and just world and a liveable future for our community</p> <p><b>OFSTED: Personal Development:</b>          The school consistently promotes the extensive personal development of pupils through our focus on becoming a sustainable school. We go beyond the expected, so that pupils have access to a wide, rich set of experiences as we work towards a more equitable future. Opportunities for pupils to develop their talents and interests in our pupil-led sustainability work are of exceptional quality.</p>	
<p><b>Energy – Improve Behaviour</b></p> <p><b>1. Take part in Switch Off Fortnight</b> Nov 25 Campaign with the aim of creating year round habits resulting in a 10% energy saving. Ask ICT4 to ensure that projectors and computers have energy-saving settings activated out of hours.          Explore Energy Sparks Get Energized resources – free energy efficiency student led activities for use in classroom or by eco team.</p>	<p><b>Switch Off Fortnight</b></p> <p><a href="#">GET ENERGIZED</a> ES activities</p> <p><a href="#">Energy Sparks find out more</a></p> <p><a href="#">5 minute Energy Sparks overview video.</a></p> <p><a href="#">Free ES training webinars for school leaders</a></p>		<p><b>SIAMS IQ5a:</b>          Through our pupil-led energy monitoring activities, our pupils learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change.          Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our Switch Off campaigns.</p>	<p>-Have planned a switch off fortnight in school for March 2026          -Get the ECO club to sign up to Energy sparks (Spring 2 2026)</p>

	Explore Energy Sparks energy dashboard to monitor and improve energy usage through location specific, quantified recommendations and student led activities. \$525/school with average savings of £6K/yr. Schools can register interest with ES for a funded place (offered periodically) and/or look at community/PTA funding. Activities and lesson plans available without membership.		<b>OFSTED Personal Development:</b> Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	
Implement 'quick wins- daily energy habits' from CofE Practical Path to Net Zero checklist	CofE/RAFT <a href="#">Practical Path to Net Zero – low/no cost Quick wins</a>			
<ul style="list-style-type: none"> <li>D01 Remove obstructions in front of radiators (this blocks the heat)</li> <li>D02 Ensure lights and equipment are switched off at the end of the day</li> <li>D03 Manage how and when doors and windows are opened and closed</li> </ul>				
<ul style="list-style-type: none"> <li>Schools to respond to daily temperatures within the building and contact BEMS to adjust heating use as appropriate</li> </ul>				
<b>MAT annual Heating/Hot water actions:</b>  C01* Review timings and set points (20°C) for the heating and match to occupation time. Turn off weekends and holidays (leaving frost protection in place).  C02* Review hot water timings and set point. Stored tanks should be set to 60°C and heated to this level for one hour daily as a minimum. Point of use electric water heaters only need to be heated to 50°C  C04* Install weather compensation on the heating system if the system is compatible and is not due for imminent replacement. This can save a large amount of energy  C05 Check any TRVs on radiators. These should be set around '3' to provide a temperature of around 20°C to 21°C	CofE/RAFT <a href="#">Practical Path to Net Zero – low/no cost Quick wins</a>		<b>SIAMS IQ5a &amp; 5b:</b> The school demonstrates a Christian vision that enables positive relationships that balance individual freedom and rights, with responsibility towards others and the planet by taking action to reduce carbon emissions through retrofitting and increased use of renewables. By making such choices, the school sets an example to students and the community of how to make ethical choices and be agents of change.  <b>OFSTED Leadership and management:</b> Engagement opportunities are focused and have purpose. Leaders engage effectively with pupils and are responding to their call for climate action in the school. As a result they are engaging with others in their community and local services, including energy auditors and retrofitters to help decarbonise the school.	

<p>C06 Review the temperature of any air conditioning units in IT server room and turn the AC to cool down to 24°C</p>				
<p><b>MAT annual lighting/device actions:</b></p> <p>C09* Adjust the time lag and lux settings on any lighting motions sensors so that they are appropriate to the room (i.e. corridors 2min time lag, WC's 5mins and offices 15mins)</p> <p>C10* Review any timer on outside lights and ensure that the lights are scheduled to go off shortly after the school is locked.</p> <p>C11 Review power saving settings on computers, copiers and printers and set to maximum power saving mode.</p>	<p>CofE/RAFT <a href="#">Practical Path to Net Zero – low/no cost Quick wins</a></p>			
<p><b>MAT Monitoring energy - High impact medium/long term actions</b></p> <p>E01 Update school Display Energy Certificate each year as needed and use this to inform the Energy Footprint Tool. Report scores at governors meetings and compare consumption to previous.</p> <p>G01 Check to see if your school has a Heat Decarbonisation Plan (HDP) and if not then seek to commission one. All MAT schools to be supported with Decarbonisation Action Plans (@spencer should this be HDPs?) through Mantis.</p> <p>H01 Review electricity and gas meters. If smart meters installed, contact supplier to gain access to the data. If they are not yet smart meters, contact supplier to arrange for them to be changed.</p> <p>All School Condition Allocation Funding schemes consider and support a reduction of carbon, where the project allows, particularly re: heating systems, lighting, rooves and windows</p> <p>MAT and DBE to explore options to generate on site renewable energy on all feasible sites.</p>	<p>CofE/RAFT <a href="#">Practical Path to Net Zero –med to long term actions</a></p>		<p><b>SIAMS IQ5a &amp; 5b:</b> The school demonstrates a Christian vision that enables positive relationships that balance individual freedom and rights, with responsibility towards others and the planet by taking action to reduce carbon emissions through retrofitting and increased use of renewables. By making such choices, the school sets an example to students and the community of how to make ethical choices and be agents of change.</p> <p><b>OFSTED Leadership and management:</b> Engagement opportunities are focused and have purpose. Leaders engage effectively with pupils and are responding to their call for climate action in the school. As a result they are engaging with others in their community and local services, including energy auditors and retrofitters to help decarbonise the school</p>	
<p><b>Food – increase planet-friendly menu options</b></p> <p>Science and PSHE Subject Leads to identify opportunities in the curriculum to explore sustainable food including looking at local providers of sustainable food.</p>	<p>Free <a href="#">Primary Canteen to Classroom lessons</a></p> <p><a href="#">7 - 11 Years - Food A Fact Of Life</a> free lessons and training</p>		<p><b>SIAMS IQ4b:</b> Our school policies on providing a healthy menu of planet-friendly foods creates a culture in which people's wellbeing is enhanced. Our children</p>	

	Free lessons from Canteen to Classroom and Food a Fact of Live		understand that through their daily menu choices, they can be a powerful advocate for not just their own health, but the future of a healthy planet.	
Reduce food related emissions by asking new caterers to submit menu cycle for free School Plates Award accreditation with Proveg to access free recipe ideas and training to increase the proportion of plant-based ingredients. Switching the minced beef in spag bol recipe to lentils and soy mince is 27% cheaper, 87% lower in sat. fat, 2 x the fibre and 68% less carbon emissions.	Free <a href="#">Proveg School Plates Award</a>		<b>OFSTED Personal Development:</b> The way our school goes about developing pupils' character through their Climate Conscious choices is exemplary and is worthy of being shared with others. We work with schools across our Trust sharing our strategies and successes to benefit our wider Trust family.	
<b>Food – reduce wasted food and energy</b>  <b>Educate the school community (assemblies, displays etc.) re the importance of minimizing food waste and its impact on the environment.</b>	<a href="#">Taste It, Don't Waste It: Education resources on the topic of food waste   WRAP</a>  <a href="#">Energy Sparks food waste carbon calculator</a>  See KS2 lesson plans from WRAP and Energy Sparks free food waste carbon calculator tool.		SIAMS IQ5a: Through our pupil-led food waste monitoring activities, our pupils learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our waste reduction campaigns.  OFSTED Personal Development: Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our food waste reduction campaigns.	
MAT - Arrange separate food waste collection for anaerobic digestion/ composting with current waste services provider or seek quotes for improved services from new provider such as Veolia. (New government policy around food waste disposal coming into effect in April 2025).	<a href="https://www.veolia.co.uk/services/commercial-food-waste-collection">https://www.veolia.co.uk/services/commercial-food-waste-collection</a>		SIAMS IQ5c & 5b: Collaboration with suppliers such as caterers and waste management companies to reduce our school's carbon footprint through energy and food waste reduction campaigns are an outworking of our theologically rooted Christian vision that impacts positively on our school, our community and the planet and sets a great example to students of how to be agents of change.	
<b>Transport</b>  <b>1. Survey students and staff re current travel habits and identify barriers to active travel as part of count your carbon</b>	<a href="#">Modeshift STARS - Travel Plan</a>  <a href="#">Living Streets</a> Walk to school week  <a href="#">Bikeability   Cycle to School Week</a> or		SIAMS IQ5b: Through our pupils' engagement in active travel weeks, with students leading the way to petition for safer school walking routes, better public transport and reducing car use, our school culture encourages	

<p>2. Encourage more active travel through one of campaign e.g. Walk to School week or Active Travel campaign with related assemblies, displays and communications.</p>	<p><a href="#">Sustrans Big Walk and Wheel 24 Mar-4 Apr 2025</a> Potential funders for bike racks: <a href="#">Severn Trent Community funds</a> <a href="#">Tesco's Stronger Starts</a> <a href="#">PE and Sport Premium</a>: government funding to support active transport.</p>		<p>justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change.</p> <p>OFSTED Personal Development: We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.</p>	
<p>1. MAT to investigate providing EV charging points where appropriate for the setting.</p> <p>2. MAT to investigate opportunities to create an incentivised staff cycle-to-school scheme where appropriate for the setting.</p>	<p>Funding available through <a href="#">OZEV Workplace Charging Scheme</a> runs out in March 2025</p>		<p>SIAMS IQ4a &amp; 4b The school's theologically rooted Christian vision enables all to live well together in an inclusive, dignifying, and equitable culture through reduced traffic and resulting improvements in air quality around the school. School policies and practice create a culture in which people's wellbeing and mental health is enhanced through encouraging more active travel where possible and reduced business travel.</p> <p>OFSTED Leadership and management: Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels including seeking feedback on commuting practices. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. For example, limiting school related travel can ease workload at the same time as cutting emissions.</p>	
<p><b>Waste</b></p> <p>1. Promote reducing use of plastics – individual schools to investigate becoming a Plastic Free School through Plastic Free Schools.</p>	<p><a href="#">Pupil Power - Plastic Free Schools - Surfers Against Sewage. Assemblies and pupil-led activities.</a> See Wastebuster assemblies, Eco club activities, Posters, information.</p> <p><a href="#">Teacher Resources   Wastebuster -</a></p>		<p>SIAMS IQ1b: Through our pupil-led action on recycling/ plastic reduction/ composting our pupils take responsibility as stewards of our world. Our Sustainability work is one of a range of strategies to ensure that this stewardship fits within our theologically rooted Christian vision and is a living reality that enables pupils and adults to flourish.</p>	
<p>2. Ensure waste transfer notes are retained for at least 3 years to ensure compliance with legislative requirements.</p>	<p><a href="#">Enviroelectronics</a></p> <p><a href="#">Air ambulance IT recycling</a></p>		<p>OFSTED Personal Development: There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.</p>	

<p>3. Ensure that all e-waste is responsibly disposed of through organisations with free collection such as Enviroelectronics Air Ambulance e-waste recycling.</p>			<p>OFSTED Quality of Education: Our school's curriculum work around reducing waste is rooted in the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our tackling waste projects plays a significant role in preparing our pupils for their role in contributing to a greener planet.</p>	
<b>Procurement</b>				
<p>1. Schools to ensure Uniform policy offers free used uniform and encourages donated second-hand uniform easily accessed by families at events and for new starters.</p> <p>2. Schools to use Trust list of approved suppliers and minimise number of orders to limit related CO2e emissions.</p>	<p><a href="#">second hand September</a></p> <p><a href="#">School Resources Exchange - SELL   BUY   SWAP.</a></p>		<p>SIAMS IQ5d: Through our school's strategic policies for ethical purchasing and opportunities to swap uniforms and supplies, we reduce unnecessary consumption and therefore reduce our impact on the world's resources. In making these choices, we create an active culture of justice and responsibility and set an example to others of how to make ethical choices and be agents of change.</p> <p>OFSTED Spiritual, moral, social and cultural development: Our school sustainability work engenders acceptance of and engagement with the fundamental British values of individual liberty and mutual respect. Activities such as our Eco Team's Uniform recycling work ensure that children know how to value and respect our world and each other.</p>	
<p>3. Trust to continue to investigate trust level procurement policy aiming to procure goods and services from suppliers with robust environmental, social value and net zero plans in place e.g. recycled or reusable products. Tendering process to follow</p>	<p><a href="#">How to work with us   Procurement   Value Match</a></p>			
<p><b>Resilience to climate change:</b> <i>Adapting our education and care buildings and system to prepare for the effects of climate change.</i></p>				
<b>Water conservation</b>				
<p>1. Consider free assemblies, workshops and interactive buses from Severn Trent education bringing the water cycle and sewage systems to life.</p>	<p><a href="#">Anglia Water/Eco Schools resources</a></p> <p><a href="#">Severn Trent education</a></p>		<p>SIAMS IQ1 Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.</p>	
<p>2. Establish an accurate baseline of water usage and wastewater. Request free water audits and water saving measures by completing Severn Trent business water audit form. Audits will be available in all ST regions through Green Recovery Scheme from April 2025 (booking in advance recommended).</p>	<p><a href="#">Severn Trent Business water audit form</a></p>		<p>OFSTED Spiritual, moral, social and cultural development: Our school sustainability work engenders acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Activities</p>	

<p>3. Trust to investigate the installation of smart meters where necessary.</p>			<p>such as our Eco Team's Water conservation work ensure that children know how to value and respect our world.</p>	
<p><b>Water</b></p> <p>1. Investigate installing water butts to harvest rainwater on school grounds for use in outdoor areas.</p> <p>2. Consider establishing more resilient outdoor spaces e.g. rainwater gardens and Sustainable Drainage Systems, to reduce risk of flooding. See Learning through Landscapes audit and lesson plans.</p>	<p>See Let's Go Guide for Preventing Water Waste</p> <p><a href="#">Climate Ready School Grounds</a> – Learning Through Landscapes</p> <p><a href="#">Sustainable Drainage Systems for Schools</a> - WWT</p>		<p><b>SIAMS IQ1</b> Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.</p> <p><b>OFSTED Spiritual, moral, social and cultural development:</b> Our school sustainability work engenders acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Activities such as a student-led water related audit of our school grounds ensures that children know how to value and respect our world and provides students with valuable technical skills.</p>	
<p><b>Heat</b></p> <p>1. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.</p> <p>2. Maintain drainage regularly including clearing roofs, gutters and gulleys.</p>	<p><a href="#">Joint union heatwave protocol   National Education Union (neu.org.uk)</a></p> <p><a href="#">DfE Hot Weather Guidance</a></p>		<p><b>SIAMS IQ1</b></p> <p>Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.</p> <p><b>OFSTED Leadership and management:</b> Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events.</p>	
<p><b>A better environment for future generations:</b></p> <p><i>Enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.</i></p>				
<p><b>Nature</b></p> <p>1. Register school grounds on the DfE's National Nature Park Free guidance and tools for students to audit and track and increase biodiversity on site.</p>	<p>free <a href="#">National Education Nature Park</a></p> <p><a href="#">Learning Through Landscapes primary resources training and lessons etc.</a></p>		<p>SIAMS IQ4d: As a result of the theologically rooted Christian vision, our provision of gardening club for our pupils with SEND, (or those who are vulnerable and/or disadvantaged) is one of our most effective strategies to help at difficult times. Pupils learn to</p>	

<p>2. Schools to seek to maximise opportunities for outdoor learning through Forest Schools or increased use of outdoor spaces. Use Learning Through Landscapes and Nature Park free resources.</p> <p>3. Schools to consider reviewing grounds maintenance contracts and that these include all necessary maintenance of outside spaces (guttering, drains etc.)</p>	<p><a href="#">Local Schools Nature Grant</a> £500 of outdoor equipment + 2 hrs CPD + grounds survey to maximise outdoor learning.</p> <p>Free Trees: Tree Council -<a href="#">Trees and More project</a> (apply Sept-Oct)</p> <p><a href="#">Woodland Trust</a></p> <p><a href="#">I dig trees</a></p>		<p>self-regulate and maintain healthy emotions within these times and spaces in our garden.</p> <p>OFSTED Behaviour and attitudes: Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed through opportunities within our sustainability in nature programmes such as gardening clubs.</p>	
<p>4. MAT to consider using Ecosia as default search engine to plant trees with each search.</p>	<p><a href="#">Ecosia - the search engine that plants trees</a></p>		<p>Behaviour and attitudes: Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school global action on protecting nature.</p>	

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