

Bewsey Lodge's Sustainability Action Plan 2025/26

Decarbonisation Priority 1	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Reduce energy usage and costs.	Nat Muia Ivan Hilditch Julie Iredale	<ul style="list-style-type: none"> Monitor energy consumption. Keep a log of the school's monthly energy consumption (in kilowatt hours (kWh)). Compare consumption from one year to the next to identify increases and savings being achieved. Register with 'Energy Sparks' to save up to 40% on energy bills with their unique school-specific energy management tool and education programme. Energy efficient walks, checking for lights on, heater on so windows not open etc. Turn heating down by a minimum of 1° C. Measure room temperatures, children to evaluate the heat loss through windows. Which classes are most efficient? Power-down days implemented three times a year to raise awareness. 	<ul style="list-style-type: none"> Lower energy prices for school Maths Champions will compare energy usage and costs. By the end of the year there will be evidence that we have reduced energy costs. 	Full year	None	
Decarbonisation Priority 2	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Reduce paper consumption and waste.	Nat Muia Kelly Smith EDAC/Konica Julie Iredale	<ul style="list-style-type: none"> Print release system will be in place enabling users to collect prints from device after entering a pin number. Change behaviours linked to paper consumption and wastage by implementing a paper usage agreement/policy. 	<ul style="list-style-type: none"> Maths champions to measure paper usage and waste. Reduction in cost and impact of paper/ink usage. 	Start Nov 2025	None	
Adaptation & resilience Priority 1	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Fundraising for heat management	Emma Matthews Vic Marsh Ivan Hilditch	<ul style="list-style-type: none"> Plan and deliver a student-led fundraising initiative to support the installation of shade sails or similar 	<ul style="list-style-type: none"> Funds raised meet target amount to support purchase and installation. 	Full year	Unknown	

infrastructure (shade provision)	Julie Iredale	<p>sustainable shading solutions such as canopies or awnings.</p> <ul style="list-style-type: none"> Collaborate with the Site Manager to identify appropriate locations for installation. Business manager to apply for grants which can be used for sustainable shading solutions. Promote awareness of how shading and passive cooling support climate resilience. 	<ul style="list-style-type: none"> Shade structures installed, providing measurable improvement in classroom temperature and comfort as evidenced by pupil and staff voice. Increased student awareness and participation in decarbonisation projects (evidenced through pupil voice with Humanities champions). 			
Adaptation & resilience Priority 2	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Plant trees and vegetation to provide shade and reduce the urban heat effect.	Emma Matthews Alisha Paget Ivan Hilditch	<ul style="list-style-type: none"> Plan and implement a tree and vegetation planting project across key outdoor areas such as the field to provide natural shade and reduce the urban heat effect. Select native, drought-tolerant species that enhance biodiversity and require minimal maintenance – look at grants and charities such as Woodland Trust to reduce costs. Engage Humanities and Science Champions through planting days, monitoring tree growth, and learning about the role of green cover in climate resilience. 	<ul style="list-style-type: none"> Increased shaded area across playgrounds and outdoor learning spaces. Noticeable reduction in surface temperatures during warmer months (evidenced through simple student-led temperature comparisons or staff observations). 	<p>Planning and preparation: Term 1–2, 2025</p> <p>Planting and monitoring: Term 3–4, 2025 and ongoing</p>	Unknown	
Biodiversity Priority 1	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Create a Wildlife-friendly area in school	Penny Jones & School Parliament	<p>Actions</p> <ul style="list-style-type: none"> Plan the space: Children design the area, choosing where it will go and what it will include (wildflowers, bug hotel, logs, etc.). Prepare and plant: Pupils help prepare the soil and plant seeds or plants that attract bees, butterflies and other wildlife. 	<p>The space will be in school for all classes to use.</p> <p>Surveys will have been taken in summer topics e.g. wildlife watch year 2.</p> <p>Plans to further enhance.</p>	Year	Cost of seeds	

		<ul style="list-style-type: none"> • Build habitats: Children create simple bug hotels or log piles using natural and recycled materials. • Care and monitor: Set up a rota for watering and looking after the area, and keep a simple record of wildlife spotted. 				
Reduce waste protect habitats	Penny Jones & School Parliament	<ul style="list-style-type: none"> • Organise litter picks: Classes take part in regular litter collections around the school grounds. • Promote reusable items: Encourage children to bring reusable water bottles and lunch containers. • Set up recycling systems: Introduce clearly labelled recycling bins in classrooms and shared areas. • Raise awareness: Children create posters or assemblies to teach others about protecting habitats and reducing waste. 	Assembly evidence New bins in place Posters around school	Term 1	Small cost of additional bins	
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Climate education & green careers Priority 1	Who is responsible?	•	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Career Fair	Chloe Taylor Victoria Marsh	<ul style="list-style-type: none"> • Meet/communicate with Victoria Marsh (Bewsey Lodge) • Ping parents to see who can support via sharing their career • Register on Primary Futures 	<ul style="list-style-type: none"> • Children will be able to share impact of learning about new careers • Children will be able to share careers that support sustainability 	1 year	None	
Climate education & green careers Priority 2	Who is responsible?	Actions	What will success look like/how can it be measured?	Timescale	Cost	Evaluation
Subject champions delivering worship	All Subject leads All subject champions	<ul style="list-style-type: none"> • Subject champions to lead worships to share all of the above with the whole school 	<ul style="list-style-type: none"> • School will all be aware of changes 	1 year	None	

