



At Oakfield Primary School, we are committed to educating our pupils about the importance of respecting the environment and promoting sustainability. We recognise our duty to raise awareness of how individual and collective actions impact the planet—positively and negatively. Our aim is to equip pupils with the knowledge, skills, and values needed to care for the Earth, manage resources wisely, and contribute positively to our local community in Wickford.

Staff Roles:

- Model environmentally responsible behaviours in daily school life.
- Integrate sustainability themes across the curriculum.
- Facilitate hands-on learning experiences such as eco-projects, outdoor education, and community initiatives.
- Encourage pupil voice and leadership in environmental matters.
- Engage with families and the wider community to promote sustainable practices beyond the school gates.

Pupil Roles:

- Take active responsibility for their own environmental impact, both in and out of school.
- Participate in eco-committees, recycling programmes, and sustainability campaigns.
- Lead by example among peers, promoting good habits and positive change.
- Collaborate on projects that benefit the school and local environment.
- Share their learning with families and the community to inspire wider action.

Our goal is to nurture environmentally conscious habits and behaviours across the entire school community, inspiring not only our pupils and staff but also families to take part in building a more sustainable future.

We are enormously proud of our sustainability journey at Oakfield Primary School which has enabled us to achieve the following awards so far-



Our climate action plan is an essential tool to measure, manage and reduce our carbon footprint. We have identified opportunities to reduce carbon emissions and take steps to reach our climate ambition.

The climate action team at Oakfield Primary School plays a crucial role in implementing our climate action plan and overseeing the school's efforts towards sustainability. Our climate team consists of-

- Headteacher - Mrs Cooney
- Sustainability, Outdoor Learning and Eco Schools Lead- Mrs Pinchback
- School Business Manager- Miss Dorrington
- Site Manager- Mr Parker
- Curriculum Lead- Mrs Goates
- Eco Council, Litter team, Energy team, and Recycling team- Children from Years 1 to 6
- Catering Manager- Mrs Franklin

The climate action plan is split into two sections:

- Section 1: Commitment to continue with the actions we are already taking.
- Section 2: Action plan for change.



SECTION 1: Commitment to continue with the actions we are already taking as of September 2025.

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CURRICULUM.

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| 1 | Climate education and Green Careers | There are whole school assemblies on topics such as the environment, recycling, green careers, and Earth Day to encourage positive behaviours from the pupils towards helping planet Earth. | Curriculum Lead Teachers |
| 2 | Climate education and Green Careers | We teach our pupils the Eco Schools topics through the KAPOW Primary lessons. | Curriculum Lead Teachers |
| 3 | Climate education and Green Careers | Each year we form an Eco Council and participate in the Eco Schools Green Flag accreditation. | Sustainability/Eco Lead |
| 4 | Climate education and Green Careers | Each year group follows the school's outdoor learning schemes of work to ensure the pupils spend time outdoors. | Outdoor Learning Lead Teachers |
| 5 | Climate education and Green Careers | Each year group participates in Earth Day activities in April to ensure all pupils are learning about how their actions can affect planet Earth and their local environment. We raise money for a local or worldwide charity linked to supporting planet Earth. | Sustainability/Eco Lead Teachers |
| 6 | Decarbonisation | Each year group participates in Cut our Carbon month to ensure all pupils are learning about how to reduce their carbon footprint. Challenges are sent home to encourage pupils and parents to cut their carbon. | Sustainability/Eco Lead Teachers |
| 7 | Biodiversity | All pupils contribute to developing the school grounds. | Sustainability/Eco Lead Teachers |

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WASTE.

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| 1 | Decarbonisation | There is a clear recycling system in place across the school and there are clear expectations of what can be recycled. Separate recycling bins are clearly labelled. Recycling is following the Basildon Council guidance. | Site Manager Sustainability/Eco Lead Business Manager |
| 2 | Decarbonisation | Friends of Oakfield (FOO) continue to run second hand uniform, Christmas jumpers, toys, and book pop up shops for the parents of Oakfield. | FOO |
| 3 | Decarbonisation | There is as much paperless communication as possible. | Business Manager |
| 4 | Decarbonisation | There is a print release system in place for colour photocopying and double page printing is standard where applicable. | Business Manager Teachers |
| 5 | Decarbonisation | We reduce, reuse, and recycle as much single use plastic and tins from kitchen waste throughout in lessons to reduce waste, for example tins for music and bug hotels, milk cartons for bird feeders and watering cans. | Catering Manager Sustainability/Eco Lead |
| 6 | Decarbonisation | Kitchen staff cook to order to reduce food waste. | Catering Manager |
| 7 | Decarbonisation | A substantial proportion of work is now completed and stored online to reduce paper. | Business Manager |
| 8 | Decarbonisation | We utilise third-party organisations to manage the recycling of pens/glue lids and batteries, ensuring that waste is processed responsibly and in accordance with sustainability guidelines. | Sustainability/Eco Lead |
| 9 | Biodiversity | Pupils participate in regular litter picks around the school site and work with the local community litter picking group. We participate in litter picking events such as the Big Hog Friendly Litter Pick and the Spring Pickers Challenge run by the Essex Wildlife Trust. | Sustainability/Eco Lead Litter team |
| 10 | Biodiversity | We reuse/recycle resources which are sourced from free sites and use donations from local residents for the bee corridor and wild corner. | Site Manager Sustainability/Eco Lead |

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FOOD.

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| 1 | Decarbonisation | We strive to reduce single use plastics and food waste across the whole school by using food caddy bins for food waste and using reusable containers, bottles, cutlery etc. | Sustainability/Eco Lead Catering Manager |
| 2 | Decarbonisation | We reduce food waste by only ordering what we need; vegetable peelings go to local stables, leftover milk from EYFS used in kitchen, unused fruit and vegetables from School Fruit and Vegetable scheme and lunch menu are used to make homemade pasta sauce and the salad bar | Catering Manager |
| 3 | Decarbonisation | We include Meat Free Monday on a weekly basis and offer plant-based meals, vegan choices and 'green band' options on school menu daily. | Catering Manager Business manager |
| 4 | Decarbonisation | We use Olio to obtain food otherwise going into waste such as bread and vegetables. | Sustainability/Eco Lead Catering Manager |
| 5 | Biodiversity | Each year group teaches from the Outdoor Learning schemes of work 'Grow' topic, so all children experience gardening. The Eco-Council participate in the 'Grow your own Potatoes' project. | Curriculum Lead Outdoor Learning Lead Eco Council Teachers |

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AIR QUALITY.

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| 1 | Climate Education and Careers | Our pupils are encouraged to come to school on foot, bike, or scooter to reduce carbon emissions and air pollution near school. There is a bike/scooter storage in the school grounds. | PE Lead Sustainability/Eco Lead. |
| 2 | Biodiversity | The school grounds are planted with a range of trees, hedgerows, shrubs, plants, and flowers to improve air quality. The school is next to an Oak wood. | Site Manager |

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TRAVEL.

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| 1 | Decarbonisation | Bike ability training is offered to Year 6 pupils. | PE Lead |
| 2 | Decarbonisation | No school trips involve air travel. | Business Manager |
| 3 | Decarbonisation | Transport for trips are considered in terms of distance and more local trips are considered first. Most of the trips are within a 15-mile radius of the school. | Business Manager |
| 4 | Climate Education and Green Careers | A travel questionnaire is completed annually which gives informative data to help calculate our school's carbon footprint. | Sustainability/Eco Lead |
| 5 | Climate Education and Green Careers. | The school takes part in the Sustrans Big Walk and Wheel and/or Walk to School week each year. | PE Lead |

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ENERGY.

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| 1 | Decarbonisation | We have regular reminders to all staff/pupils to switch off lights, appliances and plugs when not in use. Class posters are in every classroom by the light switch. | Sustainability/Eco Lead Energy Team |
| 2 | Decarbonisation | All staff follow the energy policy. energy policy updated Sept 2024.docx and window policy window policy updated Sept 2024.docx | Sustainability Lead Teachers |
| 3 | Decarbonisation | As part of the whole school Eco team there is a separate energy team who carry out energy checks throughout the school on a regular basis. | Sustainability/Eco Lead |
| 4 | Decarbonisation | Energy costs are monitored and concerns investigated to ensure reduction in energy, particularly when the building is not in use. | Business Manager |
| 5 | Decarbonisation | Energy tariffs are regularly checked to ensure we are getting the cheapest tariffs for the school. | Business Manager |
| 7 | Decarbonisation | LED lighting is installed, where possible, across the school and the outdoor security lighting is on a timer; some indoor lights are on sensors. | Site Manager |

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| 8 | Decarbonisation | Actions from the Essex Energy survey are actioned where possible regarding boiler set points, timers, and holiday mode settings. | Site Manager |
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WATER.

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| 1 | Climate Education and Green Careers | The energy team check regularly using an energy check sheet for leaking taps in the classrooms. Class posters are in all classrooms by the sink as a visual reminder. | Sustainability/Eco Lead |
| 2 | Climate Education and Green Careers. | Curriculum plans include learning about climate change and the water cycle, rivers and how they are used, how we can help our oceans and why water is important and precious. | Curriculum Lead |
| 3 | Climate Education and Green Careers | Staff and pupils have reusable water bottles in school and encourage the children to drink regularly to maintain health. We continue to educate our pupils as to why water is important for their bodies. | Teachers |
| 4 | Biodiversity | The pond, hedgehog water bowl, bird bath, bird feeders and tables and bird water bowls are checked, cleaned, and maintained on a regular basis to aid the health of the local wildlife. | Sustainability/Eco Lead |
| 5 | Decarbonisation | Water tariffs are regularly checked to ensure we are getting the cheapest tariffs for the school. | Business Manager |

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OUTDOOR SPACE.

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| 1 | Decarbonisation | We utilise the green spaces across the school and continue with 2 x half termly sessions of outdoor learning activities in each year group throughout the academic year. | Curriculum Lead Outdoor Learning Lead Teachers |
| 2 | Decarbonisation Biodiversity | We continue to maintain the green spaces- planting trees, plants, and flowers to provide natural carbon emission reducers, help with air pollution in the school/local area and provide natural habitats for our wildlife. | Site Manager Sustainability/Eco Lead Outdoor Learning Lead |

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| 3 | Biodiversity | We provide facilities for wildlife: bird baths, bird tables, insect hotels, hedgehog hotels, bird feeder/tables, squirrel feeders. Water is readily available in bowls, bee cups, and baths to support the local wildlife and enhance biodiversity within the school grounds. | Sustainability/Eco Lead |
| 4 | Biodiversity | We build upon the level of plant, animal, and insect life on the school site. | Sustainability/Eco Lead |
| 6 | Biodiversity | We have created a wild corner and other wild areas to support biodiversity. | Sustainability/Eco Lead |
| 7 | Biodiversity | Pupils are involved in looking after our school grounds through experiences such as gardening and litter picking. | Sustainability/Eco Lead |
| 8 | Climate Education and Green Careers | Provide an outdoor learning curriculum to all pupils so they gain a greater understanding and respect for the natural world and all that lives within it. | Curriculum Lead Outdoor Learning Lead Teachers |
| 9 | Climate Education and Green Careers. | We provide positive outdoor experiences, so our pupil's become more equipped to regulate their social, mental, emotional, and spiritual health. | Curriculum Lead Outdoor Learning Lead Teachers |

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PROCUREMENT.

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| 1 | Decarbonisation Waste | Resources are brought with a 'just in time' mindset ensuring a reduction in over ordering and reducing waste and deliveries. Cleaning products are brought on a weekly basis so there is no stock piling and we only order what we need. | Business Manager |
| 2 | Decarbonisation | Consideration is given to carbon emissions in the supply chain and where possible local suppliers are used to reduce costs and lengthy journeys. A local butchers and farm are used to provide food for the kitchen and logs/kindling for the fire pit. Local contractors are used to cut travel time and costs. | Business Manager |
| 3 | Decarbonisation | Not all school uniform has to be branded- second hand uniform is sold by the Friends of Oakfield to reduce waste and cost and PE kit does not have to be branded. | Business Manager |
| 4 | Decarbonisation | Procedures are in place for ordering equipment and supplies to avoid extra costs. Budgets are set in place for curriculum subjects annually. | Business Manager |

SECTION 2: Action Plan for Change starting December 2025.

DECARBONISATION AND NET ZERO.

- **VISION- TO CALCULATE OUR CARBON EMISSIONS, USE THE DATA AND IDENTIFY WAYS TO REDUCE GREENHOUSE GAS EMISSIONS.**

| ACTION | PROGRESS | TIMEFRAME | RESPONSIBILITY | TOOLS, RESOURCES AND INFORMATION |
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| <p>To audit the direct emissions and indirect emissions (scope 1, 2 and 3) of the setting and use this information to inform actions. To specifically target areas from Essex Energy survey January 2025.</p> | <p>Acquire knowledge of scope 1, 2 and 3 emissions (use Carbon Literacy PowerPoint from Carbon Literacy training)- Introduction to Carbon Literacy Webinar 2025 Shareable.pdf</p> <p>Identify direct/indirect emissions and set targets to reduce them (include a time frame for completion.)</p> <p>Site manager to identify areas needing attention using the Essex Energy Survey January 2025 and complete actions needing attention such as boiler/hot water settings to be adjusted when the building is out of use, using timers to set weekend/holiday modes.</p> | <p>Audit by February half term 2026</p> <p>Targeted areas and actions identified from the audit- end of the academic year 25/26</p> | <p>Site manager</p> <p>Business Manager</p> | <p>Scope 1: Direct emissions ⓘ</p> <ul style="list-style-type: none"> • Source: Emissions from sources directly owned or controlled by the school. • Examples: Burning fuel on-site for heating in boilers, or emissions from any school-owned vehicles. ⓘ <p>Scope 2: Indirect emissions from purchased energy ⓘ</p> <ul style="list-style-type: none"> • Source: Indirect emissions from the generation of purchased electricity, heat, steam, or cooling. • Examples: The electricity used to power school buildings, computers, and lights. ⓘ <p>Scope 3: Other indirect emissions ⓘ</p> <ul style="list-style-type: none"> • Source: Emissions from all other indirect activities in the school's value chain, both upstream and downstream. • Examples: <ul style="list-style-type: none"> ◦ Travel: Student and staff commuting, business travel. ◦ Procurement: The emissions associated with the materials and goods the school buys, such as textbooks, furniture, and food. ◦ Waste: Emissions from the disposal of waste. ◦ ICT: Emissions related to information and communication technology. ⓘ <p>Energy analysis-Oakfield-PS-29-Jan-2025.pdf</p> <p>Main report-Oakfield-PS-29-Jan-2025 (1) (1).pdf</p> |

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| <p>To audit the water efficiency of the setting and use this information to inform actions.</p> | <p>To assess water efficiency in a school, using the following strategies:</p> <p>CONDUCT A WATER AUDIT-Review water usage across the school including hygiene room, toilets, pod toilets, kitchens, staffroom, and playground water fountains. This helps identify where water is being used most and where potential savings can be made.</p> <p>MONITOR WATER USAGE- Regularly check water meters (regular intervals to be identified and set) to track daily usage and spot leaks. This can help identify areas where water is being wasted.</p> <p>IMPLEMENT WATER SAVING FEATURES- Investigate the possibility of upgrading to water- efficient taps and toilets to reduce water consumption. Look into installing a water butt- check legionella risk guidance.</p> <p>UTILISE RESOURCES-Leverage resources from water suppliers or organisations that offer advice on water efficiency and cost reduction.</p> <p>PROMOTE AWARENESS AND EDUCATION- Involve pupils in water conservation activities through the KAPOW curriculum; staff to link other sustainable practices</p> | <p>Audit by February half term</p> <p>Actions- until end of academic year 2026</p> <p>Meter readings- monthly</p> <p>Water tests throughout the academic year</p> <p>Servicing of boiler- annually</p> | <p>Site manager</p> <p>Business Manager</p> <p>Curriculum Lead</p> <p>Sustainability Lead</p> | <p>Water Efficiency For Schools And Unis Castle Water</p> <p>Essex & Suffolk Water Supplying Water Services in the South East of England</p> <p>Legionella Risk: Best practices for Schools</p> <p>10 Innovative ways schools can slash water usage - Lets Go Zero</p> |
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| | made in our day-to-day actions continually obvious to the pupils- reusable water bottle, turning the taps off fully. | | | |
| To prioritise reuse and recycling of school supplies and equipment. | <p>Implement a procedure whereby purchases made that are at their end of life should be donated, recycled, or sold/gifted to reduce the need for skips and reduce what goes into landfill.</p> <p>Ask FOO if they can help so purchases are reused rather than disposed of- sell unwanted supplies, school resources, and equipment.</p> | Procedure to be implemented Spring 1 term 2026 onwards. | <p>Business Manager</p> <p>Sustainability Lead</p> <p>FOO</p> | |
| To reduce single-use plastics across the setting. | <p>Conduct a single use plastic audit to see what could be further reduced and recycled.</p> <p>Send zero waste packed lunch advice leaflet to parents via parent mail, newsletter, and website.</p> <p>Recycling team to conduct a reusable bottle audit- decide on action to be taken if usage is low.</p> <p>Staff to reduce laminating where possible throughout the school. Staff to consider the longevity need of the resource.</p> <p>Sign up for Plastic Clever Schools and use the organisation for resources and support on how to reduce single use plastic.</p> | <p>Spring 2 term 2026.</p> <p>Spring 1 term 2026.</p> <p>Spring 1 term 2026.</p> <p>From Spring 1 term 2026 onwards.</p> | <p>Sustainability Lead</p> <p>Recycling team</p> | Plastic Clever Schools - Reduce Plastic Waste in Schools |

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| | | Autumn 2 term 2025. | | |
| To reduce amount of paper used, reuse and recycle where possible | Staff to print double sided, reduce sizing, decrease margin settings, set homework online to reduce the amount of paper used. Recycling team to make eco paper pads. Teachers to use scrap paper where possible in all curriculum areas. | With immediate effect- Spring 1 term 2026. Spring 2 term 2026. With immediate effect- Spring 1 term 2026. | Business Manager Whole school Recycling team | |
| To reduce air pollution in our setting and the immediate local area. | Complete audit of CO2 sensors- positioning/working correctly; assess draughts/leaks, need for draught excluders, maintenance of fire doors to detect and quantify CO2 of the setting. Anti-idling information sent out to parents via parentmail to inform them of the risks of idling outside school. | Spring 1 term 2026. Spring 2 term 2026. | Site manager Sustainability Lead | Safer, Greener, Healthier |
| To ensure replacement bulbs to be LED to help reduce the settings carbon footprint. | Ensure it is standard procedure to replace the lightbulbs with energy saving LED bulbs. | With immediate effect- Spring 1 term 2026. | Site Manager | |
| To review waste contracts with Basildon Council and ensure following guidance promote recycling. | Sustainability in school food policy to be written and implemented across the setting. | Spring 2 term 2026. Spring 1 term 2026. | Business Manager Site Manager | Waste and Recycling Collection Policy 2025.pdf The Pod Waste Week 2026 |

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| | <p>Audit bin labelling to ensure waste is disposed of correctly as per Basildon Council guidelines.</p> <p>Check food waste is disposed of correctly as per Basildon Council guidelines.</p> | With immediate effect- Spring 2026 onwards. | | |
| To develop a sustainable procurement policy to enable the setting to reduce carbon emissions. | Write a procurement policy that outlines schools' commitment to purchasing sustainably and ethically, encourage bulk purchases to reduce emissions and sustainable delivery costs. | Spring 2 term 2026. | Business Manager | Buying for schools: how to buy what you need - Guidance - GOV.UK Publish Schools Carbon Strategy |
| To facilitate walk or cycle to school initiatives and research anti idling campaigns for school settings to reduce air pollution. | <p>Children to participate in Walk to School week 18th-22nd May and/or Sustrans Big Wak and Wheel 16th-27th March 2026.</p> <p>Anti-idling campaign posters to be designed as part of Walk to School week- whole school competition. Include poster in the school newsletter, social media, and website.</p> | Spring 2 and Summer 1 terms. | PE Lead | Walk to School Week Walk Wheel Cycle Trust Big Walk and Wheel - Walk Wheel Cycle Trust Wickford and Basildon Healthy School Streets Engagement Report |
| To assess the plant-based options on the school menu and consider alternatives to help reduce carbon emissions. | <p>Look into Pro Veg support and advice to explore and add more plant-based meals into our school lunch menu.</p> <p>Consider registering for the School Plates Award- ProVeg.</p> <p>Include one plant power day this academic year to include school dinners and packed lunches.</p> | <p>Spring term</p> <p>Summer term</p> <p>Throughout the academic year 2025/2026</p> | <p>Catering Manager</p> <p>Business Manager</p> <p>Sustainability Lead/Teachers</p> | Home - ProVeg UK School Plates - ProVeg UK |

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| | Educate the children into food recycling and using the correct food waste bins provided through everyday practices and classroom routines. | | | |
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CLIMATE EDUCATION AND GREEN SKILLS.

VISION- TO HELP OUR PUPILS DEVELOP SKILLS AND KNOWLEDGE WHICH WILL HELP THEM TO CONTRIBUTE TO SUSTAINABILITY AND CLIMATE CHANGE IN THEIR LIVES AND FUTURE JOBS.

| ACTION | PROGRESS | TIMEFRAME | RESPONSIBILITY | TOOLS, RESOURCES AND INFORMATION |
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| To educate staff on energy saving behaviours. | <p>Remind staff and children about ways to save energy around the school through everyday school practices and Energy Saving assembly week 19-25 January 2026</p> <p>Introduce an end of day/end of term switch off protocol.</p> <p>Review energy and window policies and ensure all staff and pupils are familiar with them.</p> | With immediate effect- Spring 1 2026. | Sustainability Lead | |
| To promote walking, cycling public transport to school and educate the pupils of the benefits of active travel. | <ul style="list-style-type: none"> Promote lifelong healthy, safe, and sustainable travel to and from school in pupils, staff, and families through Walk to School week/Sustrans Big Walk and | Spring term to End of Summer Term. | PE Lead | Walk to School Week Walk Wheel Cycle Trust Big Walk and Wheel - Walk Wheel Cycle Trust |

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| | <p>Wheel, continuing to provide bicycle parking, encouraging car sharing amongst staff; providing Bikeability training for Year 6 pupils.</p> | | | |
| <p>To explore introducing an active travel plan for the setting.</p> | <ul style="list-style-type: none"> Explore and make connections with organisations such as Safer, Greener, Healthier Routes (Nick Hill Sustainable Travel Planning officer) to potentially help write an active travel plan for the school and join the school travel pan accreditation scheme. | <p>By the end of the academic year.</p> | <p>PE Lead</p> | <p>School active travel policy - Travel for Life Resources for your active travel school plan - Walk Wheel Cycle Trust</p> |
| <p>To inform the parents on how to reduce air pollution, reduce their carbon footprint and save energy in their homes.</p> | <p>Via the school newsletter- Eco team to inform parents on how to reduce air pollution and save energy in their homes.</p> <p>Encourage parents to sign up to the Cutting Carbon Essex app to track their own carbon footprint and donate points to school to win a sustainability kit.</p> <p>Create posters during Wak to School week or Sustrans Big Walk and Wheel as a class activity.</p> | <p>During Walk to School week or Sustrans Big Walk and Wheel.</p> <p>Throughout the academic year via the school newsletter and social media.</p> | <p>Sustainability Lead</p> <p>Eco Team</p> | <p>What you need to know about air pollution UNICEF Parenting</p> <p>Download the Carbon Cutting Essex app Essex County Council</p> |
| <p>To provide staff opportunities for CPD on sustainability to increase their confidence and climate change expertise.</p> | <p>Staff to expand their knowledge and expertise in climate change by completing the National college free webinar on Primary School Sustainability and using the Let's Go Zero free training and workshops on Climate Education and Literacy.</p> | <p>By end of academic year 2026.</p> | <p>Sustainability Lead</p> | <p>Free Webinar: Primary School Sustainability by WWF-UK Climate Education: What Schools Need to Know Free Carbon Literacy training from Let's Go Zero</p> |

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| | | | | Free online workshops and training for schools - Lets Go Zero |
| To make direct/indirect links with the schemes of work with climate change and ensure sustainability is embedded. | <p>Make direct/indirect links with climate change and sustainability and the settings KAPOW schemes of work.</p> <p>Staff to make direct links to climate change in everyday activities such as turning off the board and switching off the lights.</p> <p>Participate in the following throughout the academic year-</p> <ul style="list-style-type: none"> • Cut your carbon month November 2025. • Earth day April 2026 • National tree week 27 November –5 December 2025 • My future Basildon- reduce, recycle, reuse sessions November 2025 • Assemblies- Green Careers November 2025 | <p>End of Summer Term 2026.</p> <p>Throughout the academic year 2025/2026</p> <p>Throughout the academic year 2025/2026</p> | Curriculum Lead | Primary School Schemes of Work, Lesson Plans and CPD |
| To use the settings social media, website, and newsletters to engage local community on climate change and sustainability and celebrate successes and achievements. | <p>Continue to be in contact with Wickford Councillors, local MPs, Basildon Council, local primary schools, and residents.</p> <p>Make new connections with Wickford Chair and Vice-Chair by informing them of our events and successes.</p> | Throughout the academic year 2025/2026 | <p>Sustainability Lead</p> <p>SLT- social media</p> | <p>https://www.oakfield.essex.sch.uk/</p> <p>Oakfield Socials Facebook</p> <p>Oakfield Socials (@oakfieldprimarywickford) • Instagram photos and videos</p> |

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| | Use social media-Instagram and Facebook- to inform the local community of our Eco team events, achievements, and successes. | | | |
| To support the work towards Eco schools green flag accreditation. | <p>All Oakfield staff and pupils to support the work outlined in the action plan and Eco schools' application.</p> <p>All staff and pupils to participate in Eco activities such as-</p> <ul style="list-style-type: none"> • Cut your carbon challenges and class pledges • Earth day • Litter picks- Big Hog Friendly Litter pick • Spring pickers challenge • Outdoor learning curriculum lessons | Throughout the academic year 2025/2026 | Whole school | Home - Eco Schools Eco-Schools Green Flag Application |
| To participate in Green careers events. | <p>Pupils and teachers to participate in the following activities-</p> <ul style="list-style-type: none"> • Green careers assembly 3rd-8th November 2025 • My Basildon programme for primary schools- Reduce, Reuse, Recycle. | Autumn Term 2025 | | Green Careers Week KS2 Assembly Powerpoint.pptx Reduce, reuse, recycle |

ADAPTATION AND RESILIENCE.

VISION- TO START ADAPTING OUR SETTING AND PREPARE FOR THE IMPACTS OF CLIMATE CHANGE.

| ACTION | PROGRESS | TIMEFRAME | RESPONSIBILITY | TOOLS, RESOURCES AND INFORMATION |
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| To implement an emergency response plan to build resilience in school. | <p>Write an emergency response plan.</p> <p>Establish rapid recovery after climate events, ensure proactively planning to mitigate the risks for vulnerable staff and pupils with pre-existing health and social vulnerabilities.</p> | By the end of the academic year | <p>Headteacher</p> <p>Business Manager</p> <p>Site Manager</p> | <p>Emergency planning and response for education, childcare, and children's social care settings - GOV.UK</p> <p>LCAT: Local Climate Adaptation ToolJoint https://neu.org.uk/latest/library/joint-union-heatwave-protocol Joint union protocol</p> |
| To ensure drains and downpipes are clear and checked regularly to minimise flooding of the school grounds. | <p>Ensure regular maintenance is set aside to ensure the drains, roof and downpipes are clear and water can run freely in the service and check register.</p> <p>Make the change from 'response to need' to proactive approach.</p> | Dates to be confirmed for maintenance in service and check register. | Site Manager | |
| To identify and create places of shade within the school grounds. | <p>To obtain quotations for sunshades/sail shading and assess where places of shade can be made around the school grounds- consider the direction of the sun when break and lunch times occur.</p> <p>Obtain a small number of trees to form places of shade within the school grounds from The Woodlands Trust.</p> | <p>By the end of Spring term 2 so shaded areas in place by summer term.</p> <p>Register January 2026.</p> <p>Summer Term 1</p> | <p>Site Manager</p> <p>Sustainability Lead</p> <p>Business Manager</p> | <p>Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub</p> |

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| | <p>Address overheating and ensure staff are familiar with updated guidance DfE guidance on hot weather.</p> <p>Prepare for physical impact of overheating by installing blinds in classrooms, shade outside, relaxed clothing/dress code for extreme hot weather, sunhats, suncream, water fountains and refilling of water bottles.</p> | | | |
| <p>To review local flood risk management strategy and risk assessment for local sources of flooding, prepare future flood scenarios, water shortages, and heatwaves.</p> | <p>Use the HM Government checklist to develop locational awareness and assess flood risk. Put prompts in place to help prepare for flooding in the setting.</p> <p>Add flood risks into the emergency response plans for any predicted flooding.</p> <p>Add water scarcity actions into the emergency response plans for water scarcity.</p> | <p>Spring Term</p> | <p>Headteacher</p> | <p>Develop a local flood risk management strategy Local Government Association Assess and manage flood risk in schools checklist</p> |
| <p>To ensure water is readily available for staff, pupils, wildlife, and plants.</p> | <p>Regular checks and maintenance of the water fountains.</p> <p>Explore the feasibility of using the settings grey water.</p> <p>Consider using a water butt attached to the treehouse guttering for watering.</p> <p>Energy team to check the classroom taps for drips.</p> | <p>Weekly</p> | <p>Site Manager</p> | |

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| | Promote water conservation practices | Weekly throughout the academic year | | |
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BIODIVERSITY AND NATURE.

- VISION- TO ENHANCE BIODIVERSITY BY PROTECTING AND ENHANCING NATURE AND WILDLIFE WITHIN OUR SETTING AND ITS SURROUNDINGS.

| ACTION | PROGRESS | TIMEFRAME | RESPONSIBILITY | TOOLS, RESOURCES AND INFORMATION |
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| To avoid using chemicals and pesticides around the school grounds and source naturally alternatives. | <p>Explore the use of natural slug repellents such as crushed eggshells from kitchen waste, natural slug pellets, and copper tape.</p> <p>Explore planting more slug repelling plants such as lavender, garlic, mint, and rosemary.</p> | Spring 2 term. | Site Manager | |
| To become a hedgehog friendly school as part of the Eco Council Green Flag Application. | Complete activities that protect hedgehogs from hazards, enhance their habitat, and raise awareness about their decline to obtain the bronze, silver, or | End of the academic year. | Eco Team | Hedgehog Friendly Schools Hedgehog Friendly Campus |

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| | gold level award- for example hedgehog ramp for the school pond. | | | |
| To plant bulbs from Bulbs4Kids to encourage pollinators. | Children with SEMH and Eco team to plant bulbs in the school grounds and class planters. | Nov/Dec 2025 | Eco Lead Learning Mentor Eco Team | Bulb4Kids |
| To develop the green spaces to encourage pollinators. | Develop the wild corner by adding more butterfly and bee friendly flowers and plants. Apply for the urban pack of 15 trees (The Woodland Trust) to provide space for wildlife and absorb pollution. | Apply January 2026 for November 2026 planting. | Sustainability Lead | Free Trees for Schools and Communities - Woodland Trust |
| To explore planting trees and hedges to reduce air pollution. | Woodland trust January applications for November. Apply for Hedge pack or urban trees pack to- Make a natural screen for privacy or to reduce wind or noise; for joining habitats together to help wildlife travel. | Apply January 2026. | Sustainability Lead | Free Trees for Schools and Communities - Woodland Trust |
| To continue working with local community and organisations to reduce litter in the school grounds. | Maintain positive relationships with Basildon Council; Wickford Councillor, Wickford Wombles, and Essex Wildlife Trust, Basildon Council. | Throughout the academic year. | Sustainability Lead | |
| To maintain insect hotels, bug station, bird feeders and houses, bird bath, hedgehog houses, and water bowls. | Maintain the current equipment and keep in good condition through termly checks. | Throughout the academic year. | Site Manager Sustainability Lead | |

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| <p>To enhance growing vegetables in the school.</p> | <p>Apply for the Grow your own potatoes kit. The Eco Council to chit and plant the potatoes in March 2026</p> <p>Ensure all teachers complete the growing activity during the correct time period in the outdoor learning curriculum as follows-</p> <p>Reception- cress Year 1- Sunflowers Year 2- Broad beans Year 3- Sweet peas Year 4- Lettuce Year 5- Radish Year 6- Tomatoes</p> | <p>Register by the end of January 2026.</p> | <p>Sustainability Lead</p> <p>Class teachers</p> | <p>School gardening / RHS</p> <p>Outdoor Learning</p> |
| <p>To increase awareness and knowledge of biodiversity and what we can do to help.</p> | <p>Involve the children in expanding our current green spaces such as the wild corner and create new green spaces if possible.</p> <p>Raise awareness of biodiversity through assemblies, special events such as Earth Day and through the Hedgehog Friendly school activities.</p> <p>Examine the content of the optional sustainability lessons in Geography and assess how these can help increase awareness and implement where necessary.</p> | | <p>Sustainability Lead</p> <p>Curriculum Lead</p> <p>Geography Lead</p> | |

