



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 -Lynn Cooney
- Sustainability, Outdoor Learning, Geography and Eco Schools Lead- Heidi Pinchback
- School Business Manager- Deanne Dorrington
- Site Manager- Ronald Parker
- Curriculum Lead- Paige Goates
- Eco Team- Children from Years 1 to 6
- Catering Manager- Karen Francklin

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.

	DfE Link	Actions	Responsibility
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CURRICULUM.

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

	DfE Link	Actions	Responsibility
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WASTE.

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

	DfE Link	Actions	Responsibility
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FOOD.

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
6	Biodiversity	We use food from the allotment in the school lunches; the food is clearly labelled so the children are aware it is home-grown.	Eco Council Sustainability and Eco Lead Catering Manager

	DfE Link	Actions	Responsibility
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AIR QUALITY.

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

	DfE Link	Actions	Responsibility
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TRAVEL.

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

	DfE Link	Actions	Responsibility
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ENERGY.

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

	DfE Link	Actions	Responsibility
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WATER.

1	Climate Education and Green Careers	The energy team check 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

	DfE Link	Actions	Responsibility
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OUTDOOR SPACE.

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
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	Biodiversity	We have an allotment area to grow vegetables; these are used in the school lunches.	Sustainability/Eco Lead

			Eco Council Catering Manager
9	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
10	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

	DfE Link	Actions	Responsibility
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PROCUREMENT.

1	Decarbonisation Waste	Resources are bought with a 'just in time' mindset ensuring a reduction in over ordering and reducing waste and deliveries. Cleaning products are bought 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
<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 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 Spring 1 Term 2027.</p> <p>Targeted areas and actions identified from the audit- end of the academic year 2027.</p> <p>End of academic year 2027.</p>	<p>Site manager</p> <p>Business Manager</p> <p>Site manager</p> <p>Business Manager</p> <p>Site 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>
<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</p>	<p>Audit by- Spring Term 2 2027.</p>	<p>Site manager</p> <p>Business Manager</p> <p>Site Manager</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>

	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.	Actions- from Spring Term 2 2027.	Business Manager	Legionella Risk: Best practices for Schools 10 Innovative ways schools can slash water usage - Lets Go Zero
	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.	Meter readings- monthly throughout every academic year 2025-2028.	Site Manager	
	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.		Business Manager	
	UTILISE RESOURCES- Leverage resources from water suppliers or organisations that offer advice on water efficiency and cost reduction.	End of academic year 2027.	Site Manager	
	PROMOTE AWARENESS AND EDUCATION- Involve pupils in water conservation activities through the KAPOW curriculum; staff to link other sustainable practices made in our day-to-day actions continually obvious to the pupils- reusable water bottle, turning the taps off fully.	End of academic year 2027.	Business Manager	
		End of academic year 2027.	Curriculum Lead	
			Sustainability and Eco Lead	
			Teachers	

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>	<p>Procedure to be implemented by the end of the academic year 2027.</p> <p>From December 2025.</p>	<p>Business Manager</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>Spring 2 Term 2027.</p> <p>By the end of each academic year 2025-2028.</p> <p>Spring 1 Term each academic year 2026-2028.</p> <p>From Spring 1 Term 2026 onwards.</p>	<p>Sustainability and Eco Lead</p> <p>Eco Team</p> <p>Sustainability and Eco Lead</p> <p>Eco Team</p> <p>Whole School</p>	
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.	With immediate effect- Spring 1 Term 2026.	Staff	

	Recycling team to make eco paper pads.	Spring 2 Term 2027.	Eco team	
	Teachers to use scrap paper where possible in all curriculum areas.	With immediate effect- Spring 1 term 2026.	Teachers	
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.	Spring 1 term 2027.	Site manager	Safer, Greener, Healthier
	Anti-idling information sent out to parents via parental to inform them of the risks of idling outside school.	Spring 2 term 2027.	Sustainability and Eco Lead	
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 2027.	Business Manager	Waste and Recycling Collection Policy 2025.pdf The Pod Waste Week 2026
	Audit bin labelling to ensure waste is disposed of correctly as per Basildon Council guidelines.	Spring 1 term 2026.	Site Manager	
			Sustainability and Eco Lead	
	Check food waste is disposed of correctly as per Basildon Council guidelines.	With immediate effect- Spring 2026 onwards.	Site Manager	

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 2027.	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.	Children to participate in Walk to School week 19th-23rd May and/or Sustrans Big Walk and Wheel 22 nd March- 2 nd April 2027. 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.	Spring 2 and Summer 1 terms each academic year 2026-2028. See Walk to School dates every academic year.	PE Lead 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.	Look into Pro Veg support and advice to explore and add more plant-based meals into our school lunch menu. Include one plant power day per academic year to include school dinners and packed lunches. Educate the children into food recycling and using the correct food waste bins provided through everyday practices and classroom routines.	Spring term 2027. Every academic year 2025-2028. With immediate effect- Spring 2026.	Catering Manager Business Manager Sustainability and Eco Lead Sustainability and Eco Lead Teachers	Home - ProVeg UK School Plates - ProVeg UK

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
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>	<p>With immediate effect- Spring 1 2026.</p> <p>End of academic year 2027.</p> <p>By end of Autumn 2 term 2026.</p>	<p>Sustainability and Eco Lead</p> <p>Teachers</p> <p>Sustainability and Eco Lead</p> <p>Sustainability and Eco Lead</p>	<p>End of Day switch Off Protocol.docx</p> <p>energy policy updated Sept 2024.docx</p> <p>window policy updated Sept 2024.docx</p>
To promote walking, cycling public transport to school and educate the pupils of the benefits of active travel.	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 Wheel, continuing to provide bicycle parking, encouraging car sharing amongst staff; providing Bikeability training for Year 6 pupils.	Every academic year 2025-2028.	<p>PE Lead</p> <p>Whole School</p>	<p>Walk to School Week</p> <p>Walk Wheel Cycle Trust Big Walk and Wheel - Walk Wheel Cycle Trust</p>
To explore introducing an active travel plan for the setting.	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	By the end of the academic year 2028.	<p>PE Lead</p> <p>Sustainability and Eco Lead</p>	<p>School active travel policy - Travel for Life</p> <p>Resources for your active travel school plan - Walk Wheel Cycle Trust</p>

	school and join the school travel plan accreditation scheme.			
To inform the parents on how to reduce air pollution, reduce their carbon footprint and save energy in their homes.	<p>Via the school newsletter- Eco team to inform parents on how to reduce air pollution and save energy in their homes.</p> <p>Create posters during Walk 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 2026-2028.</p> <p>Spring 2 and Summer 1 terms each academic year 2026-2028.</p>	<p>Eco Team</p> <p>Teachers</p>	<p>What you need to know about air pollution UNICEF Parenting</p> <p>Download the Carbon Cutting Essex app Essex County Council</p>
To provide staff opportunities for CPD on sustainability to increase their confidence and climate change expertise.	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.	By end of academic year 2028.	<p>Sustainability and Eco Lead</p> <p>Teachers</p>	<p>Free Webinar: Primary School Sustainability by WWF-UK</p> <p>Climate Education: What Schools Need to Know</p> <p>Free Carbon Literacy training from Let's Go Zero</p> <p>Free online workshops and training for schools - Lets Go Zero</p>
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>	<p>With immediate effect from Spring 1 term 2026 onwards.</p> <p>Throughout every academic year 2025-2028.</p>	<p>Curriculum Lead</p> <p>Teachers</p> <p>Teachers</p> <p>Whole School</p>	<p>Primary School Schemes of Work, Lesson Plans and CPD</p>

	<ul style="list-style-type: none"> • Cut your carbon month November. • Earth day April. • National tree week November/December. • Assemblies- Green Careers November. 	Throughout every academic year 2025-2028.		
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> <p>Use social media-Instagram and Facebook- to inform the local community of our Eco team events, achievements, and successes.</p>	<p>Every academic year 2025-2028.</p> <p>Throughout the academic year 2025-2028.</p> <p>Throughout every academic year 2025-2028.</p>	<p>Sustainability and Eco Lead</p> <p>Sustainability and Eco Lead</p> <p>SLT- social media</p> <p>Sustainability and Eco Lead</p>	<p>https://www.oakfield.essex.sch.uk/</p> <p>Oakfield Socials Facebook</p> <p>Oakfield Socials (@oakfieldprimarywickford) • Instagram photos and videos</p>
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 November. 	<p>Every academic year 2025-2028.</p> <p>Every academic year 2025-2028.</p>	<p>Whole school</p> <p>Whole school</p>	<p>Home - Eco Schools</p> <p>Eco-Schools Green Flag Application</p>

	<ul style="list-style-type: none"> • Earth day April. • Litter picks linked through a third party. • Outdoor learning curriculum lessons. 			
To participate in Green careers events.	Pupils and teachers to participate in the following activities- <ul style="list-style-type: none"> • Green careers assembly in November. 	Autumn Term every academic year from 2025-2028.	Whole School	Green Careers Week KS2 Assembly Powerpoint.pptx

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
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 Autumn term 2027.	Headteacher Business Manager	Emergency planning and response for education, childcare, and children's social care settings - GOV.UK LCAT: Local Climate Adaptation ToolJoint https://neu.org.uk/latest/library/joint-union-heatwave-protocol Joint union protocol
To ensure drains and downpipes are clear and checked regularly to minimise flooding of the school grounds.	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.	Dates to be confirmed for maintenance in service and check register.	Site Manager	

	Make the change from 'response to need' to proactive approach.	With immediate effect Spring term 2026.	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>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 ventilation and cooling- trees, blinds in classrooms, shade, heat sensors in classroom, relaxed clothing/dress code for hot weather, sunhats, suncream, water fountains and refilling of water bottles.</p>	<p>By the end of Spring term 2 2027 so shaded areas in place by Summer term 2027.</p> <p>Register January 2026. Plant November 2026.</p> <p>By Spring 2027 so in place for Summer Term 2027.</p> <p>By Spring 2027 so in place for Summer Term 2027.</p>	<p>Business Manager</p> <p>Sustainability and Eco Lead Eco team</p> <p>Business Manager</p> <p>Headteacher</p> <p>Business Manager</p> <p>Headteacher</p> <p>Site Manager</p>	Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub
To review local flood risk management strategy and risk assessment for local sources of flooding, prepare	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.	By Autumn Term 2027.	<p>Headteacher</p> <p>Business Manager</p>	Develop a local flood risk management strategy Local Government Association Assess and manage flood risk in schools checklist

future flood scenarios, water shortages, and heatwaves.	Add flood risks into the emergency response plans for any predicted flooding.	By Autumn Term 2027.	Headteacher Business Manager	
	Add water scarcity actions into the emergency response plans for water scarcity.	By Autumn Term 2027.	Headteacher Business Manager	
To ensure water is readily available for staff, pupils, wildlife, and plants.	Regular checks and maintenance of the water fountains.	Weekly throughout each academic year 2025-2028.	Site Manager	
	Explore the feasibility of using the settings grey water.	By end of academic year 2027.	Business Manager Headteacher	
	Consider using a water butt attached to the treehouse guttering for watering.	By end of academic Year 2027.	Headteacher	
	Energy team to check the classroom taps for drips.	With immediate effect from Spring 2026.	Eco Team	
	Promote water conservation practices.	With immediate effect from Spring 2026.	Whole School	

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
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>	<p>With immediate effect from Spring 1 2026.</p> <p>Spring 2 2027.</p>	<p>Site Manager</p> <p>Sustainability and Eco Lead</p> <p>Sustainability and Eco Lead</p>	
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 gold level award- for example hedgehog ramp for the school pond.	End of the academic year 2026.	<p>Eco Team</p> <p>Sustainability and Eco Lead</p>	Hedgehog Friendly Schools Hedgehog Friendly Campus
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 2025-2028.	<p>Sustainability and Eco Lead</p> <p>Learning Mentor Eco Team</p>	Bulb4Kids
To develop the green spaces to encourage pollinators.	Develop the wild corner by adding more butterfly and bee friendly flowers and plants.	Spring 2 term each academic year.	Sustainability and Eco Lead	

	Apply for the urban pack of 15 trees (The Woodland Trust) to provide space for wildlife and absorb pollution. Plant in November 2026.	Apply January 2026 for November 2026 planting.	Eco Team Sustainability and Eco Lead	Free Trees for Schools and Communities - Woodland Trust
To explore planting trees and hedges to reduce air pollution.	Apply for urban trees pack from Woodlands Trust to- Make a natural screen for privacy or to reduce wind or noise; for joining habitats together to help wildlife travel.	Apply January 2026. Plant November 2026.	Sustainability and Eco Lead Eco Team	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 George Jeffrey, Wickford Wombles, and Essex Wildlife Trust, Basildon Council.	Throughout every academic year 2025-2028.	Sustainability and Eco 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 every academic year 2025-2028.	Site Manager	
To enhance growing vegetables in the school.	Eco Team to grow a variety of vegetables from seed and plant in the allotment area. Apply for the Grow your own potatoes kit. Ensure all teachers complete the growing activity during the correct time period in	From Spring 1 term every academic year 2026-2028. Register by the end of January every academic year 2026-2028.	Sustainability and Eco Lead Eco Team Sustainability and Eco Lead Class teachers	School gardening / RHS Grow Your Own Potatoes for Primary Schools in UK Outdoor Learning

	<p>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>	Throughout every academic year 2025-2028.		
To increase awareness and knowledge of biodiversity and what we can do to help.	<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>From Spring 1 term 2026 onwards.</p> <p>With immediate effect from Spring 1 term 2026.</p> <p>By the end of the academic year 2027.</p>	<p>Sustainability and Eco Lead</p> <p>Sustainability and Eco Lead</p> <p>Geography Lead</p>	

