



Drake Primary School - Climate Action Plan 25 - 26



Where a World of Opportunity Awaits

OUR VISION

Our school and curriculum empower pupils and staff to be advocates and agents of change for a more sustainable world.

OUR MISSION

- We are imaginative: we dream, read and travel.
- We are inquisitive: we listen, question and challenge.
- We are disciplined: we improve, hone and practise.
- We are collaborative: we share, connect and support.
- We are persistent: we dare, struggle and stick at it.

OUR AIMS

- Prioritise mental health and wellbeing
- Help everyone find joy in learning, feel safe to make mistakes and know when they are successful
- Have a curriculum that represents local, national and global diversity
- Recognise everyone's role in the future of the world and its climate
- Make a place where difference and diversity are valued
- Link learning to the world of work
- Make pupil, family and staff voices integral to our planning
- Nurture creativity through the arts
- Develop a culture of reading for pleasure
- Ensure our pupils play safely, demonstrate our school values and build resilient friendships

Climate Action Plan – Created: September 2025, Updated: 05/01/26

Key: **Highlighted yellow = Complete**

Sustainability at Drake: <https://www.drake.norfolk.sch.uk/page/?title=Sustainability&pid=27>

Sustainability at Halcyon: <https://halcyonfederation.org/digital-future-inclusion-base-rxx6ya>

Climate Action Plan Areas:

- **Adaptation and resilience: taking actions to reduce the risk of flooding and overheating.**
- **Biodiversity: getting to know our outdoor space and improving the school grounds for people and nature.**
- **Climate education and green careers: ensuring the education we provide gives knowledge-rich and comprehensive teaching about climate change, and that our teaching staff feel supported to offer this.**
- **Decarbonisation: calculating and taking actions to reduce our carbon emissions, such as becoming more energy efficient.**

Adaptation and Resilience

Our Vision - *How can we adapt our buildings and systems to prepare for the effects of climate change?*


- We will understand how the changing climate is affecting Thetford and Drake school buildings.
- We will prepare for the effects of climate change in our classrooms and in school buildings.
- We will risk assess extreme climate events at Drake (ie: flash flooding and overheating), to ensure emergency preparedness.



Prompt Questions:

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

Action (highlighted = completed)	Link to Improvement Plan / School Policies	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress (Update at regular review points)
<p>Overheating plan: Plan for a heatwave: Consider what adjustments will be made in hot weather.</p> <p>Consider adding shaded structures in play areas.</p> <p>See adverse weather policy</p>	<p>Leadership and management: 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>SF DW SC (Site manager) Mallards (PTA) HR and MB (Site staff)</p>	<p>Start date: Sept 25</p> <p>Review Date: Jul 2026</p>	<p>Useful links: https://educationhub.blog.gov.uk/2023/07/12/hot-weather-and-heatwaves-guidance-for-schools-and-other-education-settings/ https://www.educationnaturepark.org.uk/resource/shade-mapping</p>	<p>Staff time</p> <p>18/09/25 Applied for a £5000 grant from TEFT for 2 Pergolas for shade and rainwater harvesting.</p>	<p>SC - shade – has a capital project for this.</p> <p>SC - Pergola has been erected in the Wetland area in Sept 2025</p> <p>Application was accepted in Oct 2025 for 2 more pergolas. Order being placed in February 2026 when stock is back in Costco.</p>

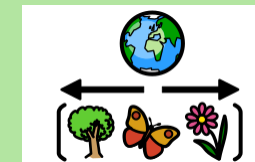
<p>Flood plan: Plan for flash flooding We have learnt that the school is at high risk from surface water flooding ('flash flooding').</p> <p>Flooding included in our Adverse weather risk assessment.</p> <p>Year of the tree- Halcyon Forest: Each child to plant a tree to help prevent flooding by slowing down water flow, absorbing rainfall, and reducing erosion. Trees act as natural barriers, intercepting rainfall and allowing it to be absorbed by the soil, which reduces surface runoff. Their roots also stabilize the soil, preventing erosion that can worsen flooding.</p>	<p>Recognise everyone's role in the future of the world and its climate.</p>	<p>SF DW SC (Site manager) Class teachers Pupils</p>	<p>Start date: May 2025</p> <p>Review Date: Dec 2026</p>	<p>Useful links: https://www.gov.uk/prepare-for-flooding https://practicalaction.org/schools/beat-the-flood/ https://www.anglianwater.co.uk/your-local-area/education/schools/primary-resources/</p>	<p>Staff time</p>	<p>Adverse weather policy is waiting for governor sign off.</p> <p>Year of the tree project: https://drive.google.com/drive/folders/1_7GliwS2Uv4SGzoMKDLn3PGnCPjkCOqm</p>  <p>Halcyon Forest trees planted in December 2025.</p>
<p>Water sustainability: Raise awareness around water consumption.</p> <p>Use water-efficient appliances: Consider low-flow showerheads, faucets, and toilets. - have dual flush toilets across primary school.</p> <p>Conserve water while using appliances: Run washing machines and dishwashers with full loads and consider using eco-settings. - The dishwasher runs on eco mode. Washing put on a quick cycle</p> <p>Turn off the tap: Don't let the water run while washing dishes. - Push taps and sensory taps only throughout school.</p> <p>Reduce plastic use: Plastic pollution contributes to water contamination.</p> <p>Rainwater harvesting: Collect rainwater for non-potable uses.</p>		<p>DW SF SC</p>	<p>Start date: Sept 2025</p> <p>Review Date: Sept 2026</p>	<p>Useful links: https://www.groundwork.org.uk/how-to-create-a-rain-garden-planter/</p>	<p>Staff time</p>	<p>Rainwater planter in red playground</p> <p>Halcyon Forest - every child naming and planting a tree across Drake Primary and Little Ducklings</p> <p>Rainwater harvesting - grant received for pergolas and large water tank for</p>

<p>Wetland preservation: Protect wetlands, which act as natural filters and regulate water flow.</p> <p>Tree planting and reforestation: Trees help prevent soil erosion, reduce runoff, and improve water quality.</p> <p>River clean-ups: Participate in or support initiatives to remove pollutants from rivers and waterways.</p> <p>Raising awareness: Educate the public about the importance of water conservation and sustainable practices.</p> <p>Promoting behavioural changes: Encourage individuals and businesses to adopt water-saving habits.</p> <p>Supporting local initiatives: Get involved in community projects focused on water management and conservation.</p>						collection. To be ordered in February 2026
<p>Policy: 'Appendix 4: Sustainability and Environmental Responsibility</p> <p>Our school is dedicated to sustainability and environmental stewardship as an integral part of our safeguarding commitment. In alignment with this, we have developed a comprehensive Climate Action Plan aimed at minimising our environmental impact and fostering sustainable practices within our community. The plan encompasses targeted initiatives to enhance air quality, reduce waste, prepare for and respond to extreme weather events—such as flooding and heatwaves—and promote environmentally responsible behaviours among staff and students. All staff members hold defined responsibilities in the implementation and ongoing management of this plan, ensuring that our efforts to safeguard the environment are directly linked to the safety, health, and well-being of our pupils and personnel. We are committed to the regular monitoring, evaluation, and review of the Climate Action Plan to ensure its continued effectiveness and alignment with our safeguarding objectives.'</p>	<p>DW SF KF KMR (Schools Climate Hub Coordinator) AT Safeguarding Lead</p>	<p>Review Date: Sept 2025</p>		<p>Useful links: https://tyndall.ac.uk/people/kit-marie-rackley/ https://climateambassadors.org.uk/case-studies/</p>	<p>Staff time</p>	<p>Whole School Safeguarding Policy Appendix 4: Sustainability and Environmental Responsibility</p>

Biodiversity

Our Vision- *How can we enhance biodiversity, improve air quality and increase access to, and connection with nature?*

- We will map and monitor the biodiversity across the Drake site.
- We will increase biodiversity and habitats on the Drake school site.
- We will make more frequent use of our outdoor areas.




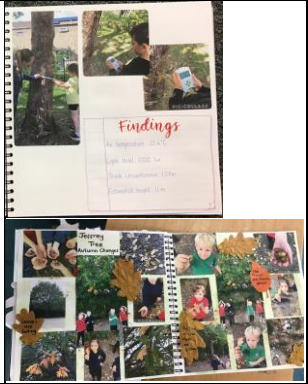
Prompt Questions:

- *Has the education setting mapped and recorded biodiversity on their campus?*
- *Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?*
- *Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?*
- *Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?*

Action (highlighted = completed)	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress (Update at regular review points)
<p>Biodiversity: Add bird boxes to the wetland area to encourage birds to nest.</p> <p>Add frogspawn to the wetland area, to enhance our wildlife.</p> <p>Bat boxes to be put up within school grounds.</p> <p>Create a bug hotel</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</p>	<p>Eco Council SF DW BTO (British Trust for Ornithology) Environmental Officers, Thetford town council</p>	<p>Start date: Sept 2025</p> <p>Review Date: Maintenance ongoing</p>	<p>Useful links: https://www.bto.org/</p>	Staff time	
<p>Biodiversity: Create a wildlife corridor along the edge of the school field from the wetland area to Sir Frederick's Wood.</p>	<p>commonalities are identified and celebrated, difference is valued and nurtured.</p>	<p>SF DW Gardening Club</p>	<p>Start date: Spring 2026</p> <p>Review Date: Summer 2026</p>	<p>Useful links: https://www.woodlandtrust.org.uk/plant-trees/schools-and-communities/</p>	Staff time	<p>Trees/hedging planting December 2025</p>

	Examples of this can be found is our whole-school action on protecting nature.					
<p>Biodiversity (Year of the tree): Every child to plant a tree and name it. Every pupil will name, plant and care for a tree. We will hold tree planting days. Pupils will then water and care for the tree throughout the year.</p> <p>Members of the community will also be invited to get involved in tree maintenance.</p>	Empower pupils to be advocates and agents of change for a more sustainable world.	SF EB	<p>Start date: Autumn 2025</p> <p>Review date: Spring 2026</p>	<p>Useful links: https://www.woodlandtrust.org.uk/</p>	Staff time	<p>420 trees have been ordered from The Woodland Trust - to be delivered Nov 2025.</p> <p>Trees arriving between 4th and 14th Nov 2025</p> <p>Trees planted in December 2025</p>
<p>Biodiversity: Enter School gardening competition in June of 2026 at Royal Norfolk Show - Webinar on 20th January 2026.</p> <p>Enter RHS Sandringham Flower show - Upcycled planter competition in Jul 2026</p> <p>Thetford in Bloom - fundraising for school to sponsor a planter in town. Also a Winnie the Pooh planting/installation to be created within the school grounds.</p>		Gardening Club Eco Council DW SF After school club	<p>Start date: Spring 2026</p> <p>Review Date: Ongoing</p>	<p>Useful links: https://schoolgardening.rhs.org.uk/home</p> <p>https://royalnorfolkshow.co.uk/competitions/school-garden-competition/</p> <p>https://www.drake.norfolk.sch.uk/page/?title=Gardening+Club&pid=38</p> <p>https://www.rhs.org.uk/shows-events/exhibit-at-a-show/garden-applications</p>	Staff time	<p>Applied for RHS Sandringham Flower Show in December 2025 - we have been accepted for this.</p> <p>Apply for RNS school garden competition in early 2026</p>

<p>Biodiversity: Involve children in maintaining outdoor areas. Create signs to increase awareness of wild areas / pollinators / plant identification charts / insect identification charts.</p>		<p>DW Gardening Club HR (Caretaker)</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Autumn 2026</p>	<p>Useful links: https://www.drake.norfolk.sch.uk/page/?title=Gardening+Club&pid=38</p>	<p>Staff time</p>	
<p>Cleaning products and pesticide use: Establish a maintenance plan to reduce pesticide use and increase no mowed areas.</p>		<p>NOC (Finance Manager) SC (Site manager) Cleaners & Site staff</p>	<p>Start date: Spring 2025</p> <p>Review Date: Spring 2026</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>SC - COSHH - most of the products are eco friendly and not hazardous to the environment.</p>
<p>Forest School: Each child gets Forest School sessions fortnightly for a term of the year.</p> <p>Every member of staff has to complete the Level 1 Forest School training.</p>		<p>SF Volunteers All staff</p>	<p>Ongoing</p>	<p>Useful links: https://forestschoollia.org/</p>	<p>Staff time Staff training</p>	<p>https://www.drake.norfolk.sch.uk/forest-school/</p>
<p>Longitudinal tree study (Year of the tree): To support children's understanding of the different types of Scientific enquiry and data collection, all classes will complete a longitudinal study across the year. Every year group will be assigned a tree for the year who they will name and get to know. At least once every half term (as part of their tree afternoon), classes will visit their tree and carry out observations and data collection activities. Every year group will keep a tree floor book for the year. They will use these to record pupil's learning, observations and work on trees over the year.</p>		<p>DW SF Class teachers</p>	<p>Start date: Oct 2025</p> <p>Review date: Spring 2026</p>	<p>Useful links:</p>	<p>Staff time Staff training</p>	<p>*Sept- trees assigned to year groups and floorbooks started</p> <p>*Oct - Classes have sketched their tree leaf</p>  <p>*Nov- Classes have painted their tree leaf. Classes have collected Autumn data for their tree.</p>

							
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Climate Education, Green Skills and Careers

Our Vision - *How can we prepare students for a world impacted by climate change through education and practice?*


- We will embed climate change into our curriculum, initially focusing on science, geography, D&T and PSHE.
- We will offer CPD to staff so they feel confident teaching and talking about climate change.




Prompt Questions:

- *In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?*
- *How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?*
- *Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?*
- *Are pupils made aware of the likely future career opportunities which exist in the green economy? Do staff have good training about these opportunities?*
- *What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?*

Action (highlighted = completed)	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress (Update at regular review points)
<p>Staff CPD: Ongoing Staff CPD on sustainability and climate change.</p> <p>Resend questionnaires to teachers around their knowledge of climate change since Kit Rackley training session.</p>	<p>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>DW SF</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Autumn 2026</p>	<p>Useful links: Webinar: Embedding Sustainability into the Primary Curriculum https://www.youtube.com/watch?v=CxovBafeRvk&t=323s</p>	<p>Staff time</p>	
<p>Curriculum: Audit the current climate change content in the curriculum, looking for links where climate education can be included.</p> <p>Map out the current CCE journey of a pupil throughout their education at Drake Primary School.</p> <p>Embed climate change and sustainability into our curriculum (across all subjects). Focused initially on science, geography and PSHE curriculum (eco-anxiety).</p>	<p>Empower pupils to be advocates and agents of change for a more sustainable world.</p>	<p>SLT DW SF KF Subject leads</p>	<p>Start date: Jun 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>CCE mapping out for Science and Geography. Knowledge organiser created and link included on Curriculum document Drake curriculum with Climate change links: https://docs.google.com/document/d/1n_GDCy4C8Q_S3nhvJvt7FoAUinifwg0MA/edit Climate change curriculum mapping: https://drive.google.com/drive/folders/1u1cBSVEMcaN6hX-zz7-5uh-LOVoRV_sd</p>
<p>Curriculum: Link learning to the outdoor areas. Provide more outdoor learning opportunities in the curriculum. Encourage teachers to utilise outdoor spaces across the curriculum</p>		<p>DW SF Class teachers</p>	<p>Start date: Oct 2025</p> <p>Review Date: Sept 2025</p>	<p>Useful links: https://www.educationnaturepark.org.uk/</p>	<p>Staff time</p>	

<p>Green skills: Environmental stewardship and horticulture skills - Tree planting (each child named and planted a tree in Dec 2025)</p> <p>Recording data- recorded the tree planting (tree type, location of tree, name of tree) on ArcGIS survey for the Halcyon Forest and also for the Year Of The Tree Longitudinal study.</p> <p>Horticulture skills- SRB bulb planting with the environmental officer of Thetford Town Council (14.11.25)</p>		<p>Eco Council SF DW</p>	<p>Start date: Sept 2025</p> <p>Review Date: Jul 2026</p>	<p>Useful links: https://www.eco-schools.org.uk/</p>	<p>Staff time</p>	<p>Each child planted a tree in the school grounds in December 2025</p> <p>Input tree location data into ArcGIS Survey app in Spring 2026</p> 
<p>Culture: We now have a working party for sustainability and climate change education – SF, DW, VL, EH, ED, DH. However we need to continue embedding the culture across the school community.</p>		<p>DW SF KF Holden Cook (sustainability governor)</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>Sustainability leads across the federation working together- termly meetings.</p> <p>Sustainability is a termly agenda at governor meetings</p>

<p>Culture: Sustainability is a regular agenda during the staff briefings – both teacher and TA briefings</p>	<p>DW SF SLT</p>	<p>Start date: Oct 2025</p> <p>Review date: Ongoing</p>	<p>Useful links:</p>	<p>Staff time</p>	
<p>Community: Continuing to include sustainability in the weekly school newsletters.</p>	<p>SF DW SLT</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links: https://www.drake.norfolk.sch.uk/page/?title=Newsletters&pid=20</p>	<p>Staff time</p>	<p>13th Sept 25</p> <div data-bbox="1852 414 2123 861"> <p style="text-align: center;">The Year of the Tree</p>  <p>We are delighted to share that 2025/26 will be our "Year of the Tree" at Drake. Across the year, our whole school community will be studying, observing, documenting and celebrating the wonderful trees on our site and in the neighbouring woodland.</p> <p>Each year group will be linked with a tree to explore through Science, Art and a range of creative activities.</p> <p>Alongside this, we are thrilled to be launching our new Halcyon Forest project, inspired by a challenge from Chris Packham. Every pupil will have the chance to name, plant and care for their very own tree creating a lasting legacy for our school.</p> <p>The project will conclude with a special showcase at Halcyon's Sustainability Exhibition at the Royal Norfolk Show, where our pupils' work and achievements will be proudly displayed.</p> </div> <p>19th Sept 25</p> <div data-bbox="1852 925 2154 1364"> <p style="text-align: center;">Sustainability</p>  <p>We now have a climate change section in our school library. These books have been donated to us through a local TEF grant we received in summer term. These books will help teach and inspire children about climate change, it's effects and what actions we can take to mitigate these.</p>  </div>

26th Sept 25

Sustainability



- 46,870.2 CO₂ Emission Reduction to date**
- Car Emissions:** Equivalent to taking about 9 cars off the road for an entire year. Cars produce CO₂, so fewer cars mean less pollution.
 - Equivalent to Planting Trees:** This reduction is the planting around 750 trees and letting them grow for 10 years. Trees absorb CO₂, so this helps clean the air.
 - Flight Emissions:** It is equivalent to the CO₂ emissions from about 38 round-trip flights between New York and London. Air travel produces a lot of CO₂, so fewer flights mean less pollution.
 - Positive Impact on Climate:** Reducing CO₂ emissions helps combat climate change by lowering the amount of greenhouse gases in the atmosphere.

This week we are celebrating not only our electricity savings but the impact on reducing our carbon footprint at Drake.

Natural History Museum Visitors

I have used all the materials except the primary stick - except...

We drew a colorful table top - Yay!

On Friday, some children from the Natural History Museum and Redwood Education Nature Park visited our class to run a nature workshop and meet with the sustainability team. We started the afternoon with a nature walk around the school grounds, where we took part in a nature scavenger hunt. Along the way, we made journey cards using natural materials. Back in the classroom, we used our creativity to design our own nature trails. - There were some fantastic suggestions!

3rd Oct 25

Growing Green Minds

We now have an exciting corner change and display to support our school's sustainability initiatives. We also have a small collection of soft toys to support and promote our own knowledge and understanding to...

Year 4 Dive Into Research at the Reading Club

On Tuesday, Year 4 welcomed visitors to a reading club. We focused on the Year 4 curriculum and selected topics of environmental science. We read a chapter of our book 'The Earth' and answered some research and creative questions. We created amazing illustrations and creative responses.

A huge thank you to all the members who joined in for our Year 4 Reading Club - your support was amazing! We will be continuing to offer this club to other classes and will be happy to hear from you if you have any suggestions.

10th Oct 25

THE TRUTH ABOUT PLASTIC WASTE

- 1.5 MILLION TONS OF PLASTIC WASTE IS PRODUCED EVERY YEAR IN THE UK
- ONLY 10% OF THIS WASTE IS RECYCLED
- THE REST GOES TO LANDFILL OR IS BURNED
- PLASTIC WASTE IS THE MOST COMMONLY FOUND POLLUTANT IN OUR ENVIRONMENT
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17th Oct 25

The Year of the Tree Update

We are recording all of our observations in our year group tree books. Please do come and have a look at the progress we are making with our tree longitudinal study.

28th Oct 25

AUTUMN LEAVES QUIZ!

Each year group has been given a tree on the school site to study and observe over the year. Can you match the Autumn leaves to their tree?

A: Oak, B: Lime, C: Sycamore, D: Field maple, E: Birch, F: Plane, G: Ash

ANSWERS: A=Oak / B=Lime / C=Sycamore / D=Field maple / E=Birch / F=Plane / G=Ash

7th November 25

Cut Your Carbon Month

Throughout November, Eco Council are challenging everyone to complete six small carbon cutting activities at home with friends and family. These actions will reduce your everyday carbon emissions and benefit our planet.

VEGGIE VIBES
Make 3 healthy meals plans based across the month.

DITCH THE DRIVE
Take a 'drive free' day.

MAKE A GREEN PLAN
Make 3 journey active across 2 weeks.

MAKE A GREEN PLAN
Make plan to reduce food waste for a week.

DROP YOUR HEATING BY 1°C
Drop your heating by 1°C for a week.

COOL TV
Lower your washing machine temperature to 30°C for three weeks across the month.

**WE'RE TAKING PART IN...
CUT YOUR CARBON**
THIS NOVEMBER

14th November 25

Switch Off Fortnight!

Switch off fortnight runs from 10th - 23rd November. It's all about making small choices to save a little bit of energy!

We don't have to stop using electricity or turn off the heating but we could be smarter about how we use energy and not waste it. Here are some tips to save electricity at home:

- Close windows and doors to save heat.
- Check lights and electrical items are turned off when not in use. Leave them in standby mode.
- Observe the room temperature - turn down the heating when you're not in the room.
- Put bins on wheels when they're full, so they're easy to take out.

WATERWISE TIPS
Turn off the tap when brushing your teeth. Only use the washing machine when it's full.

ENERGYWISE TIPS
Turn off the TV when you're not watching. Turn off the lights when you leave a room.

WINDY TIPS
Close the curtains to keep the heat in.

21st November 25

National Tree Week



22 November - 30 November


As National Tree Week celebrates its fiftieth year, we're looking forwards, considering the people, trees and places that give us hope for a future filled with trees.


2025/26 is the 'Year of the Tree' for Halcyon. Throughout the year, the school community will study, observe, document and celebrate trees on our school site and neighbouring woodland.

Every year group has been assigned a tree that they explore through Science, Art and other activities. Alongside this, we will be launching our new Halcyon Forest project, inspired by a challenge from Chris Packham, where every pupil will name, plant and care for a tree. The project will culminate with a display of our project as part of Halcyon's Sustainability Exhibition at the Royal Norfolk Show.

28th November 25

						
<p>Curriculum: Create a climate section in the library.</p> <p>Create a staff CPD climate change library.</p>		<p>SF DW KF (Librarian)</p>	<p>Start date: Summer 2025</p> <p>Review Date: Autumn 2026</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>Climate change books funded by TEFT grant £5000 grant</p> 
<p>Curriculum: British Science Week 2026 Theme = Curiosity: What's your question?</p>		<p>DW SF KF Class teachers</p>	<p>Start date: Jan 2026</p> <p>Review Date:</p>	<p>Useful links: https://www.britishteachers.org.uk/2025-is-change-and-adapt/</p>	<p>Staff time</p>	

<p>Networking / meetings: Conferences Networking with other schools Climate ambassadors</p>		<p>DW SF HC (Governor) LM (Executive Headteacher)</p>	<p>Start date: Feb 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links: https://teachwithgis.co.uk/ https://www.educationnaturepark.org.uk/drake-primary-school https://climateambassadors.org.uk/case-studies/drake-primaries-growing-sustainability-journey/ https://geogramblings.com/2025/10/24/drake-primary-schools-climate-journey-a-success-story/</p>	<p>Staff time</p>	<p>25.9.25: Let's Go Zero catch up with Luciana</p> <p>26.9.25: Meeting with Jenna (NENP), Jess (National History Museum), Kit (Schools Climate Hub Coordinator)- CCE and sustainability update</p>  <p>10.10.25: Meeting with Katie Hall (ESRI ArcGis) to discuss mapping of trees</p> <p>16.10.25: Climate 180 meeting with Cindy - conclusion of Climate 180 project</p> <p>31.10.25: Interview with Sarah Trott and Claire Murphy - Climate Majority Project (to be a Climate Courage Schools Case Study)</p> <p>27.11.25: Let's Go Zero Impact report with Luciana Almeida</p>
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						<p>Your Carbon Footprint Report Your schools total carbon footprint is estimated to be: 302.90 tonnes CO₂e per year</p> <table border="1"> <thead> <tr> <th>Operational area</th> <th>Emissions area</th> <th>Scope</th> <th>Value* (tCO₂e)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Energy, Waste & Water</td> <td>Gas</td> <td>1</td> <td>64.1 (21%)</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>209.2 (69%)</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.1 (0%)</td> </tr> <tr> <td rowspan="3">Transport</td> <td>Motor vehicles</td> <td>1</td> <td>1.1 (0%)</td> </tr> <tr> <td>Motorcycles</td> <td>1</td> <td>0.1 (0%)</td> </tr> <tr> <td>Business air travel</td> <td>2</td> <td>0.4 (0%)</td> </tr> <tr> <td rowspan="2">Food</td> <td>Food</td> <td>2</td> <td>49.2 (16%)</td> </tr> <tr> <td>Purchasing & Utilities</td> <td>3</td> <td>41.8 (14%)</td> </tr> <tr> <td colspan="3"></td> <td>Total</td> <td>302.9</td> <td>(100%)</td> </tr> </tbody> </table>  <p>22nd June 2026 - Suffolk and Norfolk sustainability conference</p>	Operational area	Emissions area	Scope	Value* (tCO ₂ e)	Energy, Waste & Water	Gas	1	64.1 (21%)	Electricity	2	209.2 (69%)	Water	3	0.1 (0%)	Transport	Motor vehicles	1	1.1 (0%)	Motorcycles	1	0.1 (0%)	Business air travel	2	0.4 (0%)	Food	Food	2	49.2 (16%)	Purchasing & Utilities	3	41.8 (14%)				Total	302.9	(100%)
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Climate Ambassadors Event



On Wednesday, our sustainability leads represented Drake at a Climate Ambassadors event at the University of Reading. They were filmed as part of a video case study about Drake's sustainability journey and met with teams from National Education Nature Park, Let's Go Zero, and the Geographical Association. It was a useful opportunity for them to share ideas with other schools and learn more about ways we can all help look after our environment.

Dec 2025: Drake Primary's Growing Sustainability Journey
<https://climateambassadors.org.uk/case-studies/drake-primaries-growing-sustainability-journey/>

January 2026 - About Thetford Magazine article on Halcyon Forest.

The Halcyon Forest: A Living Legacy at Drake Primary School

On Friday 8th December, many children at Drake Primary School took part in a special community initiative, planting and tending their own tree as part of the Halcyon Forest project. Led by the Halcyon School Foundation and inspired by National Education Nature Park, the initiative aims to create a living legacy for future generations.

By planting their trees, children help support biodiversity, combat climate change, and create a sanctuary for wildlife. "I was happy to receive my part of nature" said Chloe in Year 1. Edith in Year 2 added, "I felt excited because it was fun doing something to help our planet". Matthew in Year 2 reflected, "It was fun and I felt happy and excited. I can't wait and look forward to how the tree will grow".

The project is also supported by Ben UK through ArcGIS for Schools technology. Teachers can track what trees have been planted, and accurately can document their growth through longitudinal analysis, developing observational skills and scientific understanding.



Sam Yarns, CEO Education Consultant at Ben UK, said, "This project combines science, art and digital skill building, encouraging young people to better connect with the world around them. It has been an honour to engage schools with the latest mapping technology".





James, James, James and David from Year 1, Year 2 and Year 3, along with staff members Fraser, Gail and Graham Kettle. Left, one of the trees with the tagging.

The planting day at Drake Primary School gave pupils the chance to actively contribute to their environment and see the impact of their actions. With their trees now growing, our school grounds, the children learned about the long-term environmental impact of their contribution and the lasting legacy they are helping to create for future generations.

PC or Laptop running SLOW? Got A Virus? Need help?
Ben UK is here to help you.
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Email: help@benuk.com
Website: www.benuk.com

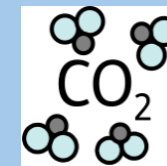
<p>Pupil voice: Collect pupil voice on CCE: 1. Who thinks learning about climate change is important? 2. What do you know about climate change? 3. Name some ways we can look after our environment 4. What's one small thing you could do at home or school to help with climate change?</p>		<p>DW SF Teachers</p>	<p>Start date: Summer 2026 Review Date: Ongoing</p>	<p>Useful links:</p>	<p>Staff time</p>	
<p>Outdoor learning: Review the curriculum to look for opportunities for outdoor learning.</p>		<p>Teachers</p>	<p>Start date: Autumn 2025 Review Date: Autumn 2026</p>	<p>Useful links: https://www.lotc.org.uk/</p>	<p>Staff time Staff training</p>	
<p>Curriculum -art project (Year of the tree) Each half term, the school will have a stand alone art activity to complete as part of their tree afternoon on values day. Teachers will receive CPD in each skill ahead of their activity as part of our programme of Art CPD for the year. Autumn 1 – Observational drawing of a leaf Autumn 2 – Colour mixing autumn colours- painting of a leaf Spring 1 – Digital Art Spring 2 – Watercolour painting Summer 1 – Printing Summer 2 – Sculpture</p>		<p>All staff Pupils</p>	<p>Start date: Autumn 2025 Review Date: Ongoing</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>Leaf sketching, Oct 2025:  Leaf painting, Nov 2025: </p>

						 
Curriculum monitoring <ul style="list-style-type: none"> • Book look • Tree floor book look 		DW SF Teachers	Start date: Spring 2026 Review Date: Summer 2026	Useful links:	Staff time	Science and tree floorbook look in Jan 2026 & feedback to teachers

Decarbonisation

Our Vision- How can our education setting reduce emissions and support students to be part of the transition to net zero?


- The UK is committed to reaching net zero by 2050. School is aiming to reduce carbon emissions- this is needed to avoid global temperatures rising beyond 1.5°C (global temperatures have risen by 1.1°C currently).
- Assess schools current carbon emissions. We will collect data and calculate Drake's carbon footprint, so we have a carbon baseline.
- We will take actions to reduce carbon emissions and become more energy efficient. We will decide what to prioritise - what actions will have the greatest reduction in our carbon footprint?
- Set targets (short term, medium term and long term) to reduce carbon emissions.

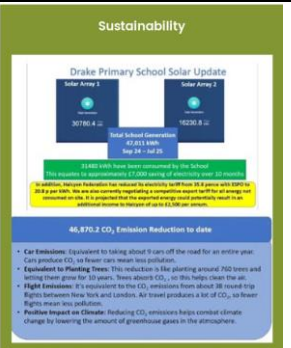



- We will monitor our carbon emissions and track the improvements.

Prompt Questions:

- *What are the total carbon emissions of the education settings operations?*
- *How efficient are the education settings buildings?*
- *How could the education setting retrofit their estate and improve energy efficiency?*
- *Could the education setting reduce their waste and encourage reuse and recycling?*
- *Does the education setting adopt sustainable procurement practices?*
- *Does the education setting have food bins or compost their food waste on site?*
- *Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?*

Action (highlighted = completed)	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Cost	Progress (Update at regular review points)
<p>Energy: Collect data on energy usage from electricity bills. Analyse your school's out-of-school hours energy usage. carry out a spot check to see if electrical items are left on after school. Look particularly at the charging banks, printers, etc. Where possible, use 7-day timer switches.</p> <p>Energy champions: engage students in energy monitoring. Eco Council to read electricity metres / solar panels.</p>	<p>Personal Development: The school consistently promotes the extensive personal development of pupils through our focus on becoming a sustainable school. We go</p>	<p>SLT Site staff HC (Sustainability governor) NOC (Finance Manager) Eco Council DW SF</p>	<p>Start date: Aug 2024</p> <p>Review Date: Ongoing</p>	<p>Useful links: https://energysparks.uk/activity_categories/2</p>	<p>Staff time Solar panel cost</p>	<p>Timers on iPad and Chromebook charging banks:</p> 

<p>Energy: Sustainability audit for previous year. Conduct a carbon audit to identify the biggest impact areas in the school.</p> <p>Calculate the carbon emissions of the school (Count your carbon) for 2024-2025</p>	<p>beyond the expected, so that pupils have access to a wide, rich set of experiences as we work towards a more equitable future.</p> <p>Opportunities for pupils to develop their talents and interests in our pupil-led sustainability work are of exceptional quality.</p> <p>Recognise everyone's role in the future of the world and its climate.</p>	<p>SF DW Luciana Almeida (LGZ) SLT</p>	<p>Start date: 4.10.25</p> <p>Review Date: Feb 2026</p>	<p>Useful links: https://letsgozero.org/ https://www.countyourcarbon.org/</p>	<p>Staff time</p>	 <p>25.9.25: Let's Go Zero catch up with Luciana</p> <p>27.11.25: Let's Go Zero Impact report with Luciana Almeida</p>  <table border="1"> <caption>Your Carbon Footprint Report</caption> <thead> <tr> <th>Questioned area</th> <th>Emission area</th> <th>Scope</th> <th>Value</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Energy, Waste & Water</td> <td>Heat</td> <td>1</td> <td>44.1</td> <td>21%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>20.6</td> <td>10%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.1</td> <td>0%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>Work</td> <td>1</td> <td>11.1</td> <td>5%</td> </tr> <tr> <td>School activities</td> <td>2</td> <td>0.2</td> <td>0%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>7.4</td> <td>4%</td> </tr> <tr> <td>Business commuting</td> <td>3</td> <td>5.6</td> <td>3%</td> </tr> <tr> <td rowspan="3">Food</td> <td>Food</td> <td>3</td> <td>46.8</td> <td>23%</td> </tr> <tr> <td>Purchasing</td> <td>3</td> <td>4.1</td> <td>2%</td> </tr> <tr> <td>Outlets***</td> <td>3</td> <td>1.1</td> <td>0%</td> </tr> </tbody> </table>	Questioned area	Emission area	Scope	Value	%	Energy, Waste & Water	Heat	1	44.1	21%	Electricity	2	20.6	10%	Water	3	0.1	0%	Transport	Work	1	11.1	5%	School activities	2	0.2	0%	School trips	3	7.4	4%	Business commuting	3	5.6	3%	Food	Food	3	46.8	23%	Purchasing	3	4.1	2%	Outlets***	3	1.1	0%
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<p>Energy: Meet with site staff and discuss current energy usage / utility bills.</p> <p>Discuss thermostat- at what temperature does the heating turn on?</p> <p>Can we turn down the thermostat by 1oC?</p> <p>Experiment with changing timings of your heating.</p>	<p>world and its climate.</p>	<p>Site staff DW SF NOC (Finance manager) SC (Site manager) HC (Sustainability governor)</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Summer 2026</p>	<p>Useful links:</p>	<p>Staff time</p>	<p>SC - Holiday mode. Outside lights have been reprogrammed</p>																																																
<p>Waste: Review our recycling procedures.</p> <p>Continue to ensure all recycling bins are clearly labelled and have clear expectations about what can / cannot be recycled, to support behaviour change.</p>	<p>Personal Development:</p> <p>There is strong pupil take-up of the opportunities to be</p>	<p>Site staff SF DW All staff</p>	<p>Start date: Spring 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links: https://www.youngclimatewarriors.org/inspirational-resources</p>	<p>Staff time</p>																																																	

	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.			https://schools.recyclenow.com/resources/		
<p>Waste: Review the use of single use plastics (e.g. in lunches)</p> <p>Sign up to plastic free schools - Achieve Plastic Free Schools accreditation. Successfully use the resources to educate children on reducing plastic waste. Commit to eliminating 3 types of single use plastic and get sent a plaque.</p>		SF DW	<p>Start date: Sept 2025</p> <p>Review Date: Autumn 2026</p>	<p>Useful links:</p> <p>https://plasticfreeschools.org.uk/</p> <p>https://www.plasticfreejuly.org/</p>	Staff time	
<p>Waste: Review food bins / food waste / compost bins. KS1 compost food waste from morning snack. Food waste lessons in class to promote/reinforce positive behaviours around food waste.</p> <p>https://drive.google.com/drive/folders/17cOwcW8ZpkiWy3sX-7wwJYEBUv80_4-o?usp=drive_link</p>		Site staff All staff Pupils	<p>Start date: Spring 2025</p> <p>Review Date: Summer 2026</p>	<p>Useful links:</p>	Staff time	w/b 19th Jan 2026 Nutrition/Food Waste project- weighing the waste and looking at what it is. In every lunch time 1030-1400 (Grace Bennett, Robyn Curry, Laura Bardon)
<p>Communication: Continue with regular updates to the sustainability page on the website. Regular updates on Halcyon Instagram and Halcyon website.</p>		DW SF KF	<p>Start date: Autumn 2025</p> <p>Review Date: Ongoing</p>	<p>Useful links:</p> <p>https://www.drake.norfolk.sch.uk/page/?title=Sustainability&pid=27</p> <p>https://halcyonfederation.org/digital-future-inclusion-base-rxx6ya</p>	Staff time	
<p>Transport: Travel plan 25 undertake a travel survey and consult staff on commuting.</p>	<p>Personal Development: We develop pupils' character through</p>	SC (Site manager) SF DW	<p>Start date: Oct 2025</p>	<p>Useful links:</p> <p>https://www.livingstreets.org.uk/walk-to-school/primary-</p>	Staff time	Sept- bike sheds renovated (new perspex)

<p>Participate in the three annual Active Travel Weeks. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p> <ol style="list-style-type: none"> 1. Big Walk and Wheel = March 2026 2. Living Streets Walk to School Week = May 2026 <p>Continue to encourage families to walk / scoot / cycle / car share where possible / walk the last bit of the journey to school</p> <p>Review bike / scooter storage at school.</p> <p>Promote lower carbon transportation options.</p> <p>Register for ModeShift STARS to create and implement your school travel.</p>	<p>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>Review Date: Ongoing</p>	<p>schools/walk-to-school-week/</p> <p>https://www.walkwheelycletrust.org.uk/our-blog/projects/big-walk-and-wheel-2026/</p> <p>https://www.bikeability.org.uk/cycletoschoolweek/</p> <p>https://modeshiftstars.org/</p>		<p>March 2026- Big Walk and Wheel Week</p> <p>May 2026- Walk to School Week</p>
<p>Procurement: Review the companies we purchase from. Are we re-using everything we can?</p> <p>Create a sustainable procurement policy to ensure that any purchase minimises environmental and social harm and that all electrical items are efficient.</p> <p>Switch to recycled or sustainability sourced paper.</p> <p>Consider using School Resources Exchange when purchasing new resources.</p> <p>TTS group have a group carbon reduction plan. - https://www.tts-group.co.uk/blog/2023/03/16/sustainability-and-climate-change-at-tts.html?srsltid=AfmBOoompWQyklqwatGlcNjv8xFi_d8dheFLYUCstopVzEuy2-uS7YCI</p>	<p>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 Uniform recycling work ensure that children know how to value and respect our world and each other.</p>	<p>DW SF NOC (Finance manager)</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Summer 2026</p>	<p>Useful links:</p> <p>https://www.eco-schools.org.uk/wp-content/uploads/2016/12/Green-Procurement.pdf</p> <p>School resources exchange: https://www.school-resources-exchange.co.uk/</p>	<p>Staff time</p>	<p>Email sent to enquire whether local businesses could donate scrap paper- Jan 2026</p>

<p>and an environmental policy - https://www.rmplc.com/pdf/web/viewer.html?file=/~/media/PDFs/RM-Plc/Environmental-Policy-Statement.pdf</p> <p>Amazon: sustainability - https://sustainability.aboutamazon.com/?utm_source=gateway&utm_medium=footer&ref=susty_footer 2023 (latest) report chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://sustainability.aboutamazon.com/2023-amazon-sustainability-report.pdf</p> <p>Espo: - https://www.espo.org/sustainability Very little on website about sustainability.</p> <p>Gompels - Cleaning products - https://www.gompels.co.uk/sustainability-commitments.html</p> <p>Ian Smith Group - Stationery (paper) - https://store.iansmiths.co.uk/ NO SUSTAINABILITY INFO ON WEBSITE</p>					
<p>Food: Keep involving the students in weighing the canteen food waste.</p> <p>Run an assembly with students on sustainability and food.</p> <p>Meeting with Norse to review:</p> <ul style="list-style-type: none"> ● Waste strategy food /packaging ● Water consumption ● Promotional materials re food for life local food sourcing ● Energy charges for delivery kitchens 	<p>Personal Development: 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 region sharing our</p>	<p>SF DW Eco Council SNAC Council SLT</p>	<p>Start date: Autumn 2025</p> <p>Review Date: Summer 2026</p>	<p>Useful links: https://proveg.org/uk/about-us/</p>	<p>7.5.25 Louise meeting with Norse to discuss food packing, waste strategy, and water consumption.</p> <p>w/b 19th Jan 2026 - Nutrition and Food Waste project with Quadram Institute Bioscience (Grace Bennett, Robyn Curry, Laura Bardon)-weighing the food waste and looking at what is in the food waste each day</p>

<p>Nutrition and Food Waste project with Quadram Institute Bioscience in Jan 2026</p>	<p>strategies and successes to benefit our wider schools family.</p>					
<p>Energy: Install 11 Magnatech units onto the fuel pipes of the gas boiler system. Magnatech is an energy saving system based on the principle that alternating magnetic fields will cause the gas to burn at a higher temperature and optimise fuel performance.</p>		<p>HC (Sustainability governor) SLT SC (Site manager)</p>	<p>Start date: Jan 2025 Review Date: Autumn 2025</p>	<p>Useful links: https://magnatechsystem.com/</p>	<p>Cost: £1210 (for 11 units)</p>	<p>Quote from Magnatech received on 27/1/25</p>

Working Document