

Mapledown School – Climate Action Plan

Date written - Spring 2025

Review date - Summer 2026

Signature from Senior leadership - **SChaaya**

What have we already achieved?

Actions	Benefits to school
See below the different actions from all 14 classes at Mapledown during the academic year 2024-25.	The benefits, particular to this setting, are the appropriateness of each action to continue to meet the needs of the students across 4 different Learning Zones within the school. All classes, in their own way, are making positive steps to learn and participate in sustainability-based activities, with explicit links to work-related learning/experiences to help prepare our young people for adulthood.

LZ	Class	
LZ1	Woodpecker	-
	Robin	Walking to shops (not minibus), lights off, watering plants, hovering/maintaining the classroom environment
	Kingfisher	Walking in the community (to the park/tescos), recycling
	Starling	Lights off, junk modelling/recycled materials artwork
LZ2	Seagull	-
	Owl	lights off, learning about food waste (sharing)
	Falcon	lights off, recycling, cleaning windows, cleaning gardens, walking
	Eagle	Maintenance Group, recycling, gardening work experience, growing tomatoes to sell at sumer fair
	Stork	-
	Phoenix	-
LZ3	Toucan	lights off, recycling, bird watching
	Flamingo	Gardening, lights off, junk modelling, walking trips, recycling bin in classroom
	Macaw	Wednesday Vegetable Soup Making, sprouting, recycling plastic and cardboard
LZ4	Osprey	Gardening - building a community garden within the Mapledown@Cophthall site and also work experience with Willerby's Landscaping of Brent Cross Town once a month for the year. Bird feeding, water sustainability (water butt), making our own compost and recycling, travel training with TFL/Police and also practising use of public transport, promoting walking whenever possible. Growing plants in the classroom - and growing plants from seeds for enterprise purposes, e.g. sunflowers, tomatoes and lettuces.
	Hummingbird	Walking instead of using minibus to go short distances (e.g. to swimming, saracens, library), recycling, visit to local farm (climate education days out), walks in local nature (forest/parks), travel training (sustainable transport), junk modelling
	Oded (PPA Cover)	Outdoor walks, exploring local nature/forest areas, recycling, running water/electricity awareness and saving

When will learners and staff be engaged in ideas generation for actions in our climate action plan?

Community engaged	When?	How?
Learners	Throughout school curriculum, through special events and activities (e.g. maintenance group, work experience)	<p>Individual class activities (see 14 different classes surveyed for current activities and planned activities) with clear links to work-related learning in Mapledown's Post-16 curriculum</p> <p>Student choices, however limited, to be taken into account in shaping the sustainability opportunities.</p>
Staff	<p>Leading and facilitating special events and activities (e.g. maintenance group, work experience), all ideas generated within classes and LZ, WRL opportunities as they develop.</p> <p>Engaging in further sustainability activities in their school day</p>	<p>Facilitation and engagement in individual class activities (see 14 different classes surveyed for current activities and planned activities) with clear links to work-related learning in Mapledown's Post-16 curriculum, and engagement in school-wide activities also.</p> <p>This would include, but not limited to: recycling in the resources room, implementation of potential strategies on a daily basis</p>
Leadership and governors	<p>Leadership - ongoing throughout the academic year</p> <p>Governors: ongoing throughout the academic year</p> <p>(Yadvina)</p>	<p>Leadership: To facilitate and continue to push/encourage sustainable activities throughout the whole school, offering support where necessary to help the engagement of all students within a class.</p> <p>Prioritise sustainability within the WRL curriculum</p> <p>Governors: assist with charity bids</p> <p>Yadvina</p>

Parents and care givers	Survey/communication to find out any specific skills/if they want to help out, on a class-to-class basis, with Sustainability projects (e.g. gardening).	Parents to be fully informed in what activities their young people are participating in to support at home, with pictures/videos shared. Supplying resources (e.g. time to help with projects or recycling materials).
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Biodiversity

Pillar 1 – Biodiversity

Vision – A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

Areas of action

- Increase biodiversity in and around education settings
- Improve air quality in and around education settings
- Create opportunities for children to access nature
- Develop the skills and confidence of learners to take care of their local environment

Co-benefits of biodiversity pillar -

- Mental health and wellbeing
- Physical health

- Careers and skills of learners

School specific goals -

- e.g All students to have access to natural space

Mapledown's long-term goals in biodiversity

- **Students to be directly involved in the increased biodiversity within Mapledown School**
- **Students to have more opportunities to have access to natural spaces**
- **Students to develop skills and confidence to take care of their local environment**

Action	Timescale to complete	Resources required	People to involve	Measures of success
Gardening work experience, within the school grounds and out in the local community	By Summer 2026, all LZ involved in some form of gardening (whether in or out of school)	Links to local community In school: XXX	Appropriate staff and students.	All LZ involved.
Increased biodiversity within the school environment through creating: bird boxes, bug boxes, butterfly feeders (all using recycled materials)	Summer 2026. Link with National Sustainability Days in the school calendar.	Appropriate resources to make either: <ul style="list-style-type: none"> - bird boxes (recycled materials) - bug boxes (recycled materials) - butterfly feeders (recycled materials) 	All staff and students to be given opportunity to participate, across all 4 LZ.	Student engagement with the process of making either bird boxes, bug boxes or butterfly feeders
Visits to local nature areas	In the spring/summer term, visits to be planned/completed.	All visits to adhere to Mapledown Educational Visits policy. Additional staffing to ensure additional student participation	All staff and students to be given opportunity to participate, across all 4 LZ.	Areas of local nature to become regular visit spots for classes to spend time in nature (e.g. picnics, walks)

		e.g. extra staff to push wheelchairs.		
For students who can't access local community, visits from farms, participation in gardening work in the school community etc	In the summer term, visits to be planned/completed	Make links with local farms (e.g. Sweet Tree Farm)	Appropriate staff and students.	Links and activities to up and running by Summer 2026.
Maintenance of the school environment and local community (e.g. litter picking)	By Summer 2026, all LZ involved in some form of maintenance of the school environment and/or local community	All equipment required to complete tasks such as litter picking, cleaning, mowing, gardening etc.	All staff and students to be given opportunity to participate, across all 4 LZ.	By Summer 2026, all LZ involved in some form of maintenance of the school environment and/or local community



Decarbonisation

Pillar 2 – Decarbonisation

Vision statement – Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.

Areas of action

Reducing emissions created through:

- Energy usage and utilities
- Purchasing and services
- Transport to and from school
- Food and drinks

Co-benefits of Decarbonisation pillar

- Cost reductions through increased efficiency (school materials, food and energy)

School specific goals -

- e.g 50 % reduction in food waste

Mapledown's long-term goals in decarbonisation

- For staff to reduce the amount of paper waste and reduce energy usage.
- To encourage walking/alternative ways of transport to reduce carbon emissions.

Action	Timescale to complete	Resources required	People to involve	Measures of success
A reduction in the use of paper within the school - e.g. Not sending letters home physically, follow me printing to limit print outs and printer set automatically to B+W	Summer 2025	Printer and digitally sent letters.	IT Team, Office Staff, SLT All staff.	Reduction in letter sent home Printer settings changed: Follow me printing to limit wasted, excessive print outs
Participate in the national switch off fortnight.	National switch off fortnight.	Whole school engagement.	All staff.	All classes and staff to participate and to be shared with parents.
Increased walking (transport cannot be changed due to student's additional needs) - communication with Local Authority about using electric buses.	Link to National Walk to School Week.	Walking survey to calculate the amount of distance walked. Prizes. Additional staffing to support all students to participate.	Lead by Sustainability Lead. All Staff and students involved.	All classes compete in a walking competition to encourage walking instead of using the minibus (e.g. to Tesco, to Claremont Park).
School compost bin for food waste	For at least plans to be put in place for project by Spring 2026 - discussions currently happening with Governors and SLT.	Compost Bin.	School kitchen, Caretaker and Staff/Student Group to look after.	In the long-term, school to be using compost to help grow plants.



Adaptation and resilience

Pillar 3 – Adaptation and Resilience

Vision – Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.

Areas of action

- Reducing the effects of overheating and/or flooding through physical or operational changes to the site
- Developing resilience in education settings to extreme weather events
- Developing staff, learner and community resilience to a changing environment

Co-benefits of Adaptation and Resilience pillar for students

- Attainment – students education is not affected by extreme weather

School specific goals -

- e.g Creating outdoor space that reduces overheating for learners
- e.g Whole-school (learners, staff and parents) prepared for heatwave days

Mapledown's long-term goals in adaptation and resilience

- Whole-school (learners, staff and parents) learning about how to stay cool for heatwave days, aiming for student independence in stay emotional regulated in challenging weather
- Development of sensory outdoor spaces that will support reduction of overheating and encourage outdoor learning

Action	Timescale to complete	Resources required	People to involve	Measures of success
Learning about heatwaves and how to keep cool independently / extreme cold? - develop plan for changes	By Summer 2026 to be prepare for hotter weather.	Social Stories. Looking at Hammersmith and Fulham Guide to support.	Whole school.	Additions to school curriculum to help students learn/understand about heat waves and how to keep cool independently.
Planting trees and plants, as well as maintenance and continued care for school environment	Summer 2026	All gardening/planting equipment and resources Tools to continue maintenance and growth of sensory planting areas	PMLD: Planting growing, as well watering plants with hose (sensory) Maintenance Group Additional classes e.g. Osprey and Hummingbird	All LZ's involved in Gardening projects to create sensory areas to support reduction of overheating and encourage outdoor learning



Climate education and green careers

Pillar 4 – Climate Education and Green Careers

Vision statement – Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.

Areas of action

- Embedding climate education across the curriculum
- Building green skills in learners, staff and the education setting community
- Provide students with skills and opportunities to pursue

Co-benefits of Climate Education and green careers pillar for students

- Students prepared with skills they need for a future net zero world (employability, resilience and can play an active role in building a just transition)

School specific goals -

- E.g Embed climate education across curriculum
- E.g Have a yearly green careers week
- E.g Build agency in students to lead on taking climate action

Mapledown's long-term goals in adaptation and resilience

- **Embedded climate education across the school calendar, curriculum, work-related learnings for Post-16 learners**
- **Increased opportunities to experience nature, both out in the community and within the school site**
- **Development of green skills in learners and staff, linked to green careers**

Action	Timescale to complete	Resources required	People to involve	Measures of success
<p>Audit of curriculum then whole school CPD to rewrite curriculum based on audit</p>	<p>By Spring 2026</p>	<p>Sustainability texts (reading) - see reading list</p> <p>Sustainability social stories linked to PHSE / adapted PODD book conversation, makaton symbols</p> <p>Additions to Science fortnight + addition of Sustainability Day to school calendar (e.g. Earth Day and One Tree Day)?</p>	<p>Sustainability Lead + SLT.</p>	<p>Embedded sustainability culture into school curriculum.</p>
<p>Organise school trips to local woodland</p>	<p>In the summer term, visits to be planned/completed</p>	<p>All visits to adhere to Mapledown Educational Visits policy.</p> <p>Additional staffing to ensure additional student participation e.g. extra staff to push wheelchairs.</p>	<p>Appropriate staff and students.</p>	<p>Links and activities to up and running by SUMmer 2026.</p>
<p>Farm / Forest school visits</p>	<p>In the summer term, visits to be planned/completed</p>	<p>Links to local organisations: e.g.</p> <ul style="list-style-type: none"> - Lidl growers: https://nationalschoolpartnershi 	<p>Appropriate staff and students.</p>	<p>Links and activities to up and running by SUMmer 2026.</p>

		<p>p.com/initiatives/ lidl-foodies/ - Lewis (coming out in spring 2025)</p> <ul style="list-style-type: none">- Stables in High Barnet (Pennywells)- More links?		
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