



ShenleyFields

Daycare and Nursery School

Love, Laugh, Learn

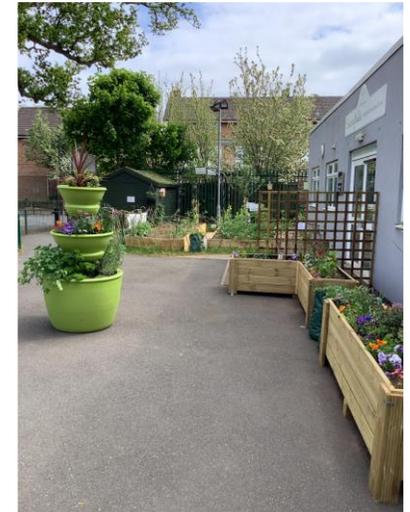
Shenley Fields Daycare and Nursery School

Climate Action Plan (2025-2027)



Celebrating and Building on our Successes

What have we done/are doing?	Completed or Ongoing?	CAP Pillar Decarbonisation, biodiversity, adaptation and resilience or climate education and green skills	Who was/is involved?	Impact
<p>Nature Park Education Grant: In the 2024/25 academic year we were awarded the Nature Park Education Grant to turn grey spaces green and increase biodiversity on our school site. We used this money to create a community allotment at the front of our building where we are growing 21 different fruit and vegetables. We also planted a wildflower garden and introduced other pollinators to attract insects and wildlife to our site.</p>	<p>The project itself is complete but the development and maintenance of the allotment and garden is ongoing.</p>	<p>Biodiversity Climate education and green skills</p>	<p>All children and staff Families Reported to governors</p>	<p>This project has had a hugely positive impact on all stakeholders. Mental health of staff and children has been enhanced. Children have developed a good understanding of how to grow and nurture plants and why growing our own food is important. Families have taken an active part their child's learning at nursery. Many families have talked about growing their own produce at home. We use the produce we grow for snack and cooking ingredients. Children are very proud of the fact that they have grown their own food. Our project was used as a case study and featured in Nature Park newsletters. We also spoke at a webinar to share our experience with settings who have been awarded the grant this academic year.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="318 1182 510 1377">  <p>2 ZERO HUNGER</p> </div> <div data-bbox="645 1190 869 1377">  <p>3 GOOD HEALTH AND WELL-BEING</p> </div> <div data-bbox="999 1190 1205 1377">  <p>4 QUALITY EDUCATION</p> </div> <div data-bbox="1303 1182 1509 1377">  <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> </div> <div data-bbox="1608 1182 1769 1377">  <p>13 CLIMATE ACTION</p> </div> <div data-bbox="1863 1182 2051 1377">  <p>15 LIFE ON LAND</p> </div> </div>				



RRSA:

Shenley Fields is a Gold Rights Respecting School. Much of our RRSA work links to climate change. We have taken part in the Outright Campaigns for climate change over multiple academic years. These campaigns have focused on climate adaptation and developing children’s knowledge and understanding of the issues as global citizens. Also, their rights as children are uniquely vulnerable to climate change.

UNICEF currently assesses that 1 billion children are at extremely high risk from the impacts of the climate crisis

The specific UNICEF campaign has now finished but we are continuing to teach children about the impact of climate change.

Decarbonisation
Adaptation and resilience
Climate education and green skills.

All children and staff
Families
Governors

Children have a good understanding of their rights and a developing understanding of global issues. We have added to and enhanced our curriculum for children which actively promotes many of the sustainable development goals and links to all of the pillars in our climate action plan. We have raised awareness for all of our school community.



Modeshift Stars:

We have been participating in this scheme since February 2025. We have explored how pupils, staff and visitors travel to and from Shenley Fields. We have developed a travel plan to promote and facilitate active, safe and sustainable travel to school as an alternative to short, single occupancy car journeys

Ongoing

Decarbonisation
Climate education
and green skills.

All children
and staff
Families
Visitors

We were only accredited in August 2025 so we are still evaluating the impact.



Health for Life:
We successfully completed the Health for Life award. This is an initiative which seeks to make a sustained demonstrable improvement in healthy lifestyles across Birmingham. We have taken part in the Gardeners World Live competition for the last 3 years which has a focus on climate change and sustainability.

The award has been completed but the work and focus remain ongoing through our continuous provision.

Biodiversity
Climate education
and green
careers

All children
Some staff
(those
leading
gardening)
Reported to
governors

All of the children in all of our provisions took part. Our focus for this project was growing food and increasing children's knowledge and understanding of the link between this and a healthy lifestyle. The children helped create and extend our nursery gardens for growing fruits and vegetables. They also looked at sustainability by saving seeds, rotating crops, collecting rain water and using school produced compost. Now, beyond the project, all children have daily opportunities to engage in gardening activities as part of our continuous provision.



BBC Gardeners' World Live 2024
Health for Life Schools Wheelbarrow Competition: Food and Climate Change

Welcome to BBC Gardeners' World Live 2024 *Health for Life* schools' wheelbarrow competition which is an exceptionally popular annual feature at the show. This is an exciting opportunity for your school to show off pupils' creative flair with the satisfaction of seeing your final creations on display at the show, enjoyed by tens of thousands of visitors.

The competition is a simple, hands-on and fun gardening activity that can be enjoyed by pupils of all levels, from nursery to secondary. Pupils, with teachers' support, will need to decide on an idea to fit the theme, design the barrow and then plant, nurture and care for the plants until the barrow is collected for display in June.

This year's theme is 'Food and Climate Change'. Entry is free and each participating school will:

- a) be invited to send a member of staff to a briefing session in March
- b) be provided with a barrow which the school can keep, after the show, for future use
- c) be given up to eight complimentary tickets for the show with the opportunity to purchase additional tickets
- d) receive a certificate with a judgment score for the school's barrow as well as having the potential to win an award for best in show (nursery, primary, secondary, people's choice)

Please note that due to the nature of this competition (specifically the collection/delivery of barrows) **it is open to Health for Life schools in Birmingham only.**

Your main contact for the competition is Aneeshah Davies, aneeshah.davies@tcv.org.uk, or on 07801686019.



THE THEME – Food and Climate Change

The concept for this year's wheelbarrow competition is food and climate change. Schools are encouraged to think about the many different ways that climate and environmental changes are affecting food production (both globally and at local level); choose an aspect that interests pupils and decide how to interpret this in designing and planting a barrow to show how the particular problem might be reduced.

A few examples of issues, potential solutions and how this might be represented in a barrow are given below but this is **not** an exhaustive list. Pupils can be as imaginative as they like, carry out research and have fun reflecting their own ideas. Teachers may also want to think about making links with curriculum topics and / or relate to what they are already doing as part of the school's *Health for Life* growing activities.

Issue	Possible mitigation / solutions	Barrow planting ideas
Food miles	Growing food locally and using seasonal produce to reduce carbon footprint	Grow a variety of seasonal vegetables and herbs – <i>perhaps explain how they can be used to create a tasty meal or link to freezing/making jams, pickles (to prolong availability for certain seasonal produce)</i>
Sustainability	Encouraging insect pollination which is essential for food production and can improve yield and quality	Grow a mix of vegetables and flowers which will attract bees and other pollinators – <i>perhaps include a bug hotel!</i>
	Cultivating high yielding plants for the space available	Select plants which grow well in a small space and produce multiple fruits which can be picked throughout the season
Water shortages	Consider water saving and irrigation methods and focusing on food crops which are drought-resistant	Grow a mix of vegetables and herbs which can withstand drier conditions. – <i>perhaps represent or mention other aspects e.g. mulching the soil, water saving devices etc.</i>



The starting point for our climate action plan November 2025

Display energy certificate (DEC)

Shenley Fields Childrens Centre
Woodcock Lane
Bartley Green
BIRMINGHAM
B31 1BU

Operational rating

C

Certificate number: 8207-5016-5002-1229-9306

Valid until: 31 January 2036

Total useful floor area: 797.24 square metres

Energy performance operational rating
The building's energy performance operational rating is based on its carbon dioxide (CO₂) emissions for the last year.

It is given a score and an operational rating on a scale from A (lowest emissions) to G (highest emissions).

The typical score for a public building is 100. This typical score gives an operational rating of D.

Score	Operational rating	This building	Typical
0-25	A		
26-50	B		
51-75	C	70 C	
76-100	D		
100			
101-125	E		
126-150	F		
150+	G		

Previous operational ratings

Date	Operational rating
February 2026	70 C
December 2015	40 B

Total carbon dioxide (CO₂) emissions
This tells you how much carbon dioxide the building emits. It shows tonnes per year of CO₂.

Date	Electricity	Heating	Renewables
February 2026	16	13	0
December 2015	9	8	0

Assessment details

Assessor's name	Paul Bleasdale
Employer/Trading name	EnergyFit
Employer/Trading address	www.energyfit.co.uk
Assessor's declaration	Contractor to the occupier for EPBD services only.
Accreditation scheme	Quidos Limited
Issue date	2 February 2026
Nominated date	1 February 2026

This building's energy use

Energy use	Electricity	Other fuels
Annual energy use (kWh/m ² /year)	35.83	82.47
Typical energy use (kWh/m ² /year)	40	148.20
Energy from renewables	0%	0%

- David Aldworth, Executive Head Teacher is the sustainability lead for Shenley Fields.
- We have registered for the Eco Schools programme.
- We have done some research through the HEART Midlands Early Years Stronger Practice Hub: Getting Ready for Climate Action. They are “committed to supporting early years practitioners in their efforts to combat climate change through targeted training, resources and community engagement. By fostering a culture of sustainability, the hub aims to equip educators with the knowledge and skills necessary to inspire the next generation to take action on climate issues.”
- We have viewed the recording of the Getting Ready for Climate Action webinar which aimed to help schools get started or take the next steps on their sustainability journey. This was delivered by Emma Baines (West Midlands Regional Hub Manager) and Elizabeth Mathen (West Midlands Project Officer)
- We have created an account on STEM learning and have requested the support of a Climate Ambassador to help us to develop our climate action plan.
- We have read and made reference to the following DfE documents:
Sustainability leadership and climate action plans in education (guidance).
Sustainability and climate change: a strategy for the education and children’s services systems (policy paper).

Decarbonisation

What is decarbonisation? The process of stopping or reducing carbon gases, especially carbon dioxide, being released into the atmosphere as the result of a process, for example the burning of fossil fuels:

Our Vision: To reduce the carbon footprint of Shenley Fields Daycare and Nursery School. To increase the knowledge and understanding of our whole school community about the impact of our energy consumption, travel to and from nursery and waste production on the climate



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	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress/Impact (Update at regular review points)
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<p>Embed daily eco routines to positively impact on:</p> <ul style="list-style-type: none"> • Waste reduction • Water conservation • Energy conservation <p>We can make an impact on the above by:</p> <ul style="list-style-type: none"> • Using colour coded bins for paper/card and plastics. • Promoting the use of reusable containers and water bottles. • Using water butts and collecting rainwater for garden use. • Promoting awareness of water use. • Monitoring avoidable water wastage. • Turning off lights and electronics when not in use. <p>We have registered with the Eco Schools programme as a whole school project to support this.</p>	<p>Curriculum and Teaching 1.4</p>	<p>BSM All staff</p>	<p>Start date: November 2025</p> <p>Review Date: July 2026</p>	<p>Bins Floor book for children to document their learning.</p>	<p>Children will have an age-appropriate understanding of climate change and things we can do at nursery which will have a positive impact.</p>	<p>End of Spring term: End of Summer term:</p>
<p>Calculate total carbon emissions from school operations.</p> <p>“Calculating the carbon footprint is crucial for understanding the environmental impact of a school and identifying areas for improvement. By measuring emissions, schools can set reduction targets and implement strategies to lower their carbon footprint such as increasing energy efficiency, reducing waste and</p>	<p>Curriculum and Teaching 1.4</p>	<p>HOS</p>	<p>Start date: Nov 2025</p> <p>Review Date: Nov 2026</p>	<p>Access to the carbon calculator through Eco Schools</p> <p>“Count Your Carbon is the nation’s first free, full-scope carbon footprint calculator, built for and in collaboration</p>	<p>Our carbon emissions will be reduced</p>	<p>End of Autumn term 2026:</p>

<p>promoting sustainable transportation options.” (ACE Schools: Action on Carbon and Energy in Schools)</p>				<p>with nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.”(Eco Schools)</p>		
<p>Review and update our school travel plan ready for re-accreditation in August 2026</p>	<p>Curriculum and Teaching 1.6</p>	<p>Senior Nursery Manager and RRSA steering group</p>	<p>Start date: August 2025 Review Date: August 2026</p>	<p>Travel policy (published on our school website)</p>	<p>We have already been successful in gaining approved travel plan accreditation. We are now working towards gaining good travel plan accreditation.</p>	<p>End of Summer Term:</p>
<p>Audit and monitor purchasing practices to reduce our environmental impact and the use of ethical, sustainable suppliers.</p>		<p>EHT HOS Senior Nursery Manager Teacher Office Manager BSM</p>	<p>Start date: November 2025 Review Date: August 2026</p>			<p>End of Spring term: End of Summer term:</p>
<p>Food waste bins</p>		<p>EHT BSM</p>	<p>Start date: September 2025 Review Date:</p>			<p>End of Spring term: End of Summer term:</p>

Adaptation and Resilience

What does this mean? Adaptation and resilience are essential strategies for addressing the impacts of climate change.

Adaptation refers to the process of adjusting to the changing climate by implementing measures to reduce vulnerability and increase the ability to cope with climate related risks. This could include examples such as building flood defences.

Resilience goes one step further by not only adapting to the changing climate but also building the capacity to bounce back and recover quickly from climate related shocks and stresses. For example, planting trees to manage extreme heat in urban areas.

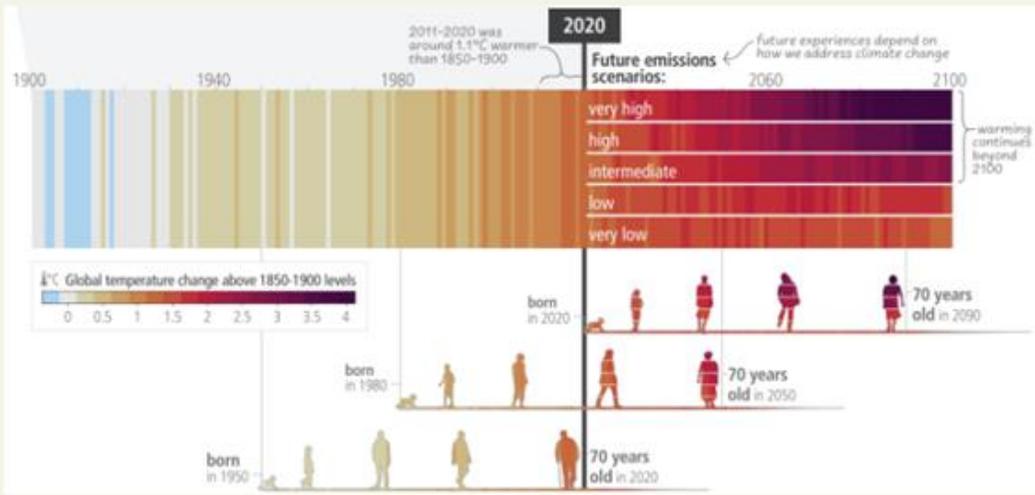
Both adaptation and resilience are critical components of the long - term global response to climate change. They are essential for protecting people, livelihoods and ecosystems and are recognised as global challenges.

Our Vision: To embed sustainability into our operations and children’s learning. To build resilience by adapting our buildings and systems to the effects of climate change such as heat and flooding.

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?

This chart shows the increasing global average temperatures over the past, and five potential scenarios for heating in the future. The best case scenario at the bottom is significantly hotter than our past, and requires that we halve global emissions by 50% by 2030 to have a 50% chance of capping heating at this level.



“The future climate of the UK is expected to be substantially warmer and wetter, with more extreme weather events. The Met Office projections indicate that the UK will experience wetter winters and significantly drier summers, with more frequent and intense storms. The warming is projected to be regional, with London’s annual average temperature likely to increase by 2 – 3 degrees centigrade, leading to more hot days and extreme days. The average climate over the years is expected to warm by 0.75 degrees centigrade, with a projected increase in winter rainfall and reductions in summer rainfall. These changes are expected to have significant impacts on the environment and human activities, necessitating adaptation strategies to mitigate the risks.” (Met Office)



Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress/Impact (Update at regular review points)
Assess and risk assess weather conditions daily/throughout the day as young children are	Curriculum and Teaching 1.4	SLT to prepare and respond to	Start date:	Sun Protection Policy (published on school website)		Daily

<p>more susceptible to the extremes of heat and cold.</p>		<p>extremes of weather</p> <p>All staff to follow direction/plans.</p>	<p>November 2025</p> <p>Review Date:</p> <p>July 2026</p>			
<p>Assess risk to site based on previous impact of wind, heavy rain, heat and storms.</p>	<p>Curriculum and Teaching 1.4</p>	<p>SLT</p> <p>BSM</p>	<p>Start date:</p> <p>November 2025</p> <p>Review Date:</p> <p>July 2026</p>	<p>We are not eligible to sign up for flood risk warnings as currently our risk of flooding is very low (gov.uk document in folder)</p> <p>We have signed up for Met Office weather warnings specific to our immediate area which includes:</p> <ul style="list-style-type: none"> News Releases Events DataPoint support notifications Education Outreach Climate newsletter Government newsletter Met Office blog 		<p>Daily</p>

Biodiversity

What is biodiversity? “It is the name we give to the variety of all life on earth. Bacteria to baboons, plants to people, the range of life on our planet is incredible. All living things exist within their own communities or ecosystems – oceans, forests, deserts, ice caps and even cities. All this put together is biodiversity: the volume of life on Earth as well as how different species interact with each other and the physical world around them.” (Natural History Museum)

Our Vision: To further develop a biodiverse school site where nature and children thrive together. Children learn how to protect and nurture the species we share our school grounds with.

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	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress/Impact (Update at regular review points)
<p>We will continue to develop our community allotment and gardening spaces available to children through continuous provision to grow our own food.</p> <p>Through this, children will:</p>	Curriculum and Teaching 1.6	HOS Teacher Senior Nursery Manager	Start date: November 2025 Review Date:	Wellies Wet suits Seeds and plants Gardening equipment	Grow fruit and vegetables which we can use for snack and cooking ingredients.	End of Spring term: End of Summer term:

<ul style="list-style-type: none"> Begin to develop an understanding of biodiversity as cultivating a variety of seeds and fruits can help maintain biodiversity as it will allow for a range of species to thrive in our school ecosystem. <p>We have registered with the Eco Schools programme as a whole school project to support this.</p>			July 2026	Floor book for children to document their learning.	<p>We will share the crops we grow with families.</p> <p>Children will have a developing understanding of sustainability.</p>	
Our Forest School leaders to deliver training to the staff team about creating/providing habitats to enhance biodiversity on our school site.	Curriculum and Teaching 1.6	Trained Forest School staff.	<p>Start date: November 2025</p> <p>Review Date: July 2026</p>	Forest School policy (published on school website)	All staff will be better informed about how to increase biodiversity on our school site	End of Summer term:

Climate Education and Green Skills

What are climate education and green skills? “In schools, these are essential components of a sustainable future. These initiatives aim to educate students about the importance of sustainability, green skills and the role of education in addressing climate change.” (Sustainability Support for Education).

Our Vision: To embed climate education into our curriculum for all children to develop green skills. For all children to begin to develop the knowledge and skills necessary for a sustainable future.

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 exists 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	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress/Impact (Update at regular review points)
<p>To include environmental themes in our curriculum and pedagogy plan and planned learning experiences for the children. This will be achieved through:</p> <ul style="list-style-type: none"> • Using books, puppets, songs and games to support teaching of climate change and sustainability themes. • Teaching and using specific vocabulary. For example, Earth, weather, habitat, grow, climate • CPD for staff to ensure their knowledge is enhanced and they are confident to lead climate and nature-based learning. • Children continue to learn and explore in outdoor spaces daily as part of our 	Curriculum and Teaching 1.4	SLT All staff	Start date: November 2025 Review Date: July 2026	Staff CPD resources/training Age-appropriate books and resources to be sourced.	Our curriculum and pedagogy plan will be updated accordingly. Children will have an age-appropriate understanding of climate change and things we can do at nursery which will have a positive impact.	End of Summer term:

<p>continuous provision in a variety of weather conditions.</p> <p>We have registered with the Eco Schools programme as a whole school project to support this.</p>					<p>Children understand and can use key vocabulary appropriately.</p>	
<p>We will continue to develop our community allotment and gardening spaces available to children through continuous provision to grow our own food.</p> <p>Through this, children will:</p> <ul style="list-style-type: none"> • Grow fruit, vegetables and herbs which will be used for snack and as ingredients in our daily cooking activities. • Begin to develop an understanding of sustainability in terms of reducing our carbon footprint, the importance of water conservation, reducing food waste and reducing the use of single use plastic. <p>We have registered with the Eco Schools programme as a whole school project to support this.</p>	<p>Curriculum and Teaching 1.6</p>	<p>HOS Senior Nursery Manager All staff</p>	<p>Start date: November 2025 Review Date: July 2026</p>	<p>Wellies Wet suits Seeds and plants Gardening equipment Floor book for children to document their learning.</p>	<p>Grow fruit and vegetables which we can use for snack and cooking ingredients.</p> <p>We will share the crops we grow with families.</p> <p>Children will have a developing understanding of sustainability.</p>	<p>End of Spring term: End of Summer term:</p>