

# Climate Action Plan

## Goat Lees Primary School

### 1 year plan Spring 2025 - 2026

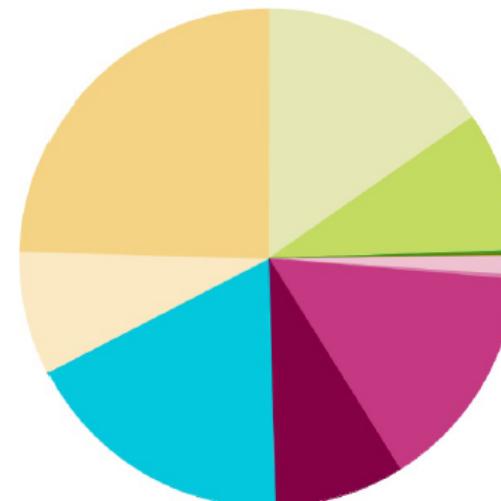
Carbon baseline: 185.89 co<sub>2</sub>e

Calculation: 17/03/2025

#### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 185.89 tonnes co<sub>2</sub>e\* per year

Operational area	Emissions area	t co <sub>2</sub> e*	% of footprint
Energy & Utilities	Fuel Usage	28.5	15%
	Electricity Usage	16.9	9%
	Waste Usage	0.1	0%
	Water Usage	0.4	<1%
Transport	Vehicles	2.3	1%
	School Trips	0.4	<1%
	Student Commutes	27.4	15%
	Staff Commutes	15.7	8%
Food & Drink	Meals	33.2	18%
Purchases	Spending	14.9	8%
	Uniforms	46.2	25%



\*'t co<sub>2</sub>e' or 'co<sub>2</sub>e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.



[felicity.brambling-wells@letsgozero.org](mailto:felicity.brambling-wells@letsgozero.org)

# Foundational Actions

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b> This free digital tool allows you to calculate the carbon footprint for your educational setting.	<b>Completed:</b> 17/03/2025 <b>Review (annual):</b> Spring 2026			Complete. Re-gather data to measure again and compare in Spring
<b>Sign up to the <a href="#">Sustainability Hub for Education</a></b> A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	<b>Started:</b> 3/6/25 signed up <b>Review:</b> Autumn term 2025	<b>AdeR to sign up</b>		Signed up but not looked into yet

# 1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BUILDINGS & INFRASTRUCTURE				
Action	Timeframe	Stakeholders	SIP/OFSTED Link	Notes/Progress Tracker
<p><b>Explore installation of a smart meter to give you more in-depth data about energy use in and out of school operating hours ★</b></p> <p>Contact your energy supplier to get a smart meter installed – <a href="#">this is usually free</a>, unless additional works are needed to make installation possible. This is an <a href="#">important first step to get data to track consumption</a>, and is needed before you can sign up to energy usage analytics platforms that you might later find useful, e.g. <a href="#">Energy Sparks</a> but it will also be useful in measuring the impact of your ongoing replacement of the faulty auto-ventilation systems and other attempts to mitigate heat loss across the buildings.</p>	<p><b>Start:</b> May 2025</p> <p><b>Review:</b> December 2025</p>	<b>JP to contact Laser</b>		<p>JP has reached out to laser and they can provide data (AMR) for us on our usage. We have decided to use the data they can provide to see the impact of any initiatives we start in the new school year. (Will look at this termly in the first instance)</p> <p><b>17/10/25</b> - We have a graph produced for usage at the end of last year which we will compare with a graph at the end of this year.</p>
<p><b>Install timer-controlled electric switches e.g. on tablet charging banks to reduce energy required to charge overnight</b></p> <p>Using timer-controlled switches on tablet charging banks to charge them overnight will allow you to take advantage of the cheapest energy rates, while also saving energy by limiting the length of time they are drawing power. Depending on how long they hold charge for, you could also set them to only charge for a couple of hours during the daytime (e.g. over lunchtime) rather than charging intermittently on and off across the day.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			<p><b>17/10/25</b> - JP has purchased these.</p>
<p><b>Install LED lighting as part of ongoing replacements of existing fixtures when they reach end of life</b></p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p> <p>Replace exterior emergency lights with LEDs.</p>	<p><b>Ongoing</b></p> <p><b>Review:</b> Autumn term 2025</p>			<p>Ongoing (plan to have more replaced over the summer)</p> <p><b>17/10/25</b> - already replaced external dome lights. As each small room fails our plan is to replace panel lights with LED light. Same plan for the bollard lights.</p> <p><b>December:</b> Lighting in the office and other places around school is being replaced with LEDs – new electricians.</p>

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<p><b>Implement a power down strategy for electric devices and appliances with switch-off checklists that students and staff can collaborate on ★</b></p> <p>Create <a href="#">switch off checklists</a> for the end of the day/week/term and school year and split up responsibility for them between students and staff.</p> <p>Implement power-down strategies across the school, e.g. sleep settings or switch-off practices on laptops, smart-boards and screens.</p> <p>Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p>	<p><b>Start:</b> September 2025</p> <p><b>Review:</b> December 2024 and then April 2025</p>	<p><b>Year 5 class to take the lead for switching off in the classroom.</b></p>		<p>17/10/25 - Year 5 have made posters to encourage teachers to turn off whiteboards by the plug at the end of the school day.</p> <p>Now needs to be monitored.</p>
<p><b>Get an understanding of current energy usage behaviour in your buildings</b></p> <p>Consider surveying staff or leading an open discussion at an inset day around how staff currently manage the heating, ventilation and energy usage of devices in their classrooms.</p> <p>Plan a series of informal surveys of the buildings at different times of day and on different days to note down where windows or doors are propped open, whether classrooms are too warm or too cold, etc</p>	<p><b>Start:</b> September 2025 (INSET)</p> <p><b>Review (termly):</b></p>	<p><b>SLT – INSET September 2025</b></p>	<p><b>Personal Development:</b> The school consistently promotes the extensive personal development of pupils through our focus on becoming a sustainable school. We go beyond the expected, so that pupils have access to a wide, rich set of experiences as we work towards a more equitable future. Opportunities for pupils to develop their talents and interests in our pupil-led sustainability work e.g. as Switch-Off Champions and Energy Monitors are of exceptional quality.</p>	<p>INSET held 17/10/2025 – discussion around energy use in the school and how to contain heat when turned on in the winter. This will be readdressed when the heating is turned on.</p>
<p><b>Ensure your BMS/BEMS has efficient timings and temperatures set for the school day</b></p> <p>Reducing the length of time you heat your buildings by 1hr per day can save 5% to 10% of your annual heating bill. Try experimenting with reducing your afternoon heating by an hour at a time and see if the building retains enough heat to make it sustainable, e.g. 6am-1pm at 18 degrees in classrooms. There is more specific advice in the <a href="#">DfE's energy efficiency guidance</a> around ideal temperatures in different areas of the school.</p>	<p><b>Start:</b> End October / start of November</p> <p><b>Review (termly):</b></p>	<p><b>JP</b></p>		<p>17/10/25 - Thermostats set at 16 degrees which is lower than temperature suggested for school</p> <p>We will track the classroom thermostats through Winter.</p> <p>Heating to go on from 7am until 4pm Trial turning off at 3pm when the engineers come in during Feb.</p> <p>Turned off on Saturday and Sunday.</p>

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<p><b>Contact your waste collectors to organise food waste disposal and have separate bins for food waste in the kitchen, canteen, and staff room</b> ★</p> <p>Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills. Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.</p>	<p><b>Completed:</b> May 2025</p> <p><b>Review (termly):</b> Autumn 2025</p>	<p><b>JP to organise.</b></p> <p><b>AdeR to take responsibility.</b></p>	<p><b>Personal Development:</b> We develop pupils' character through opportunities to enhance understanding of how to make climate-conscious choices and support them to develop leadership and green skills by engaging their peers and collaborating with staff to enact meaningful change.</p>	<p>Bin has arrived at school. Assembly has been held to talk to the children about what needs to go in the food waste bin. Meeting with kitchen staff so they know that all food waste goes into the bin. (Review termly to support implementation)</p> <p><b>17/10/25</b> - The children have become a lot better at putting the right items in the food waste bin.</p>
<p><b>Weigh food waste from kitchen and plates and share results to educate both students and their families</b></p> <p>Get your students involved in daily weigh-ins of food waste as part of their curriculum activities to enhance their understanding of the scale of food wastage and engage them in creative ways to communicate this to the wider school community (e.g. educational displays or installations)</p>	<p><b>Start:</b> September 2025</p> <p><b>Review (termly):</b></p>	<p><b>Kitchen team and SLT</b></p>		<p>Aspens weigh food waste but we are not collecting the data currently. Feedback from caterers has been that we have low food wastage compared to other schools. And from September, menus will display colour-coded carbon ratings next to meal options.</p> <p>Meeting to be held in the next academic year</p>

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<p><b>Continue to educate around recycling as part of assemblies and student-led initiatives</b></p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.</p> <p>If helpful, consider assemblies regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides &amp; assembly materials.</p>	<p><b>Start:</b> September 2025</p> <p><b>Review (termly):</b> Autumn 2025</p>	<p><b>AdeR – Wednesday assemblies.</b></p> <p><b>Yr 5 and Yr 6 classes throughout the year (Eco projects)</b></p>	<p><b>Spiritual, moral, social and cultural development:</b> Activities such as our uniform exchange and 'waste not, want not' project ensure that children know how to value and respect our world and each other.</p> <p><b>Personal Development:</b> We develop pupils' character through opportunities to enhance understanding of how to make climate-conscious choices and support them to develop leadership and green skills by engaging their peers and collaborating with staff to enact meaningful change.</p>	<p>Review termly through environmental projects.</p> <p><b>17/10/25</b> - children in year 5 have created poster for the different bins in the classroom.</p> <p>1/11/25 - Year 6 have been trialling refillable glue pots to reduce the amount of glue sticks we use.</p> <p>17/10/25 - Year 6 have drafted a survey on what food is wasted at home most to – went out on Facebook mid-Term 2</p>
<p><b>Explore strategies for reducing paper consumption</b></p> <p>Consider implementing printer credit allowances to better understand paper usage and see where current practice can be made more sustainable, try photocopy-free weeks to prompt discussions around</p>	<p><b>Start:</b> June 2025</p> <p><b>Review (termly):</b> Autumn 2025</p>	<p><b>AdeR/LC/EP and Yr 5 class</b></p>		<p>Have introduced codes for photocopier by year group to monitor usage termly and year on year. Review termly through environmental projects.</p>

other ways to work and/or explore paperless platforms that can reduce paper use e.g. <a href="#">Showbie</a>				3/11/2025 Year 5 have emailed class teachers about their personal consumptions – sign up in photocopier room and small signs made to place on PCs in classrooms and offices.  Yr5 will monitor usage termly to see if it is being reduced.
<b>Establish procedures for the reuse of school supplies</b>  For example, have a sorting procedure before the end of summer term. See what supplies can be re-used and establish a practice of more mindful and active consideration of how and when to store or sort rather than reprint teaching resources, reuse backing paper etc	Start: Sept 2025  <b>Review (termly):</b>	AdeR/LC/EP and Yr 5 class		To be a priority for Year 5 later on in the year.

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Articulate your sustainable procurement practices and consider the carbon footprint and environmental practices of the services/companies you use</b>  Develop a Sustainable Procurement statement that outlines how you factor sustainability into procurement decisions (e.g. made of recycled materials, non-toxic, ethically/UK-manufactured where appropriate, energy efficiency ratings on electronics etc). <a href="#">Edexec</a> offers some practical first steps for schools to consider. You may choose to adapt a <a href="#">template sustainable procurement policy such as this</a> or <a href="#">this</a> , or look at another primary school's policy, such as <a href="#">East Preston</a> , <a href="#">Molescroft</a> or <a href="#">St Aidan's</a> .  Consider including a section on purchasing behaviour and practice (e.g. embedding an easy audit process of classroom supplies/stock at start of each term/short term which is then used to trigger requests for additional supplies, bundling order dates together to reduce deliveries etc).	Started: May 2025  <b>Review (termly):</b> Autumn 2025	CR/TAA		Term 6 - Office staff have completed a bulk order for supplies in September rather than a few smaller ones. Started looking for more local contractors and services where possible. Plan to have a procurement statement rather than a policy that outlines commitments and best practice being adopted.  Sustainable procurement statement to be written.
<b>Embed the purchasing of sustainably sourced paper</b>  Make purchasing printer paper from sustainable forestry (e.g. FSC or PEFC certified) and recycled paper for crafting supplies a deliberate act to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.	Started: June 2025  <b>Review (annually):</b> Autumn term	CR		We have continued to buy FSC certified paper  <b>(Get this referenced in your sustainable procurement statement as an ongoing commitment to get the practice embedded then mark this as complete!).</b>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Conduct a staff and student travel survey</b>	Start: Autumn 2025	AdeR/LC and Yr 5 students	Personal Development: We develop pupils' character through developing their	Year 5 have completed this and will do another one later on in the year with a push for more children walking/cycling/scooting to school.

Carry out a travel survey to get an understanding of student and staff commuting behaviour. This can be done as a simple 'hands up' survey in a form time session. You can do this using the CYC tool as a guide, or other resources from <a href="#">Sustrans</a> or other active travel organisations.	<b>Review (termly):</b>		understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle and active travel choices.	
<b>Develop and update your active travel plan</b>  Work with your council's Active Travel Coordinator to update your school's active travel plan or consider registering for <a href="#">ModeShift STARS</a> to create and implement your school travel plan.	<b>Start:</b> 2025-26 academic year  <b>Review (annually):</b>	TAA/WM		
<b>Continue to provide cycle proficiency lessons in school</b>  Continue to host and subsidise cycling proficiency lessons in your school grounds, such as balance bikes for Reception classes, early cycle skills, and <a href="#">Bikeability</a> for years 4-6.	<b>Ongoing</b>  <b>Review (annually):</b> Autumn 2025	TAA		Term 6 - Bikeability for Year 4 and 5 has been completed this academic year and confirmed for next year.  Term 4 – Yr R, Yr 1 and Yr 4 all received cycle proficiency lessons.

## 2. Climate Adaptation and Resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Implement a water usage project</b>  An effective water management programme in your school can help reduce water usage, associated costs and your environmental impact. Create a simple water usage guide that covers measures you already have in place (like water butts) and outlines other ways you intend to reduce water wastage.	<b>Started:</b> July 2025  <b>Review (termly):</b> Autumn 2025	JH, JP and Yr 3 class		Have installed additional water butts and will check condition of current ones over the summer to make any repairs needed. Year 3 will be running a water project from September. They collect all water and store in water butts around school. Posters made to have near sinks to encourage less water wastage.
<b>Raise awareness and embed practice around water consumption and efficiency</b>  Determine where your collection points will be for students to empty out the waste water from their water bottles and enlist their help in making some signage that explains what to do and when and why. Consider also getting students to create posters for around the school that illustrate this and other practises in your water usage policy to help educate and embed it into practice.  Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and webinars, to downloadable tools and guides and more, or take a look at the resources for schools from <a href="#">WaterWise</a> .	<b>Start:</b> September 2025  <b>Review (termly):</b>	JH and Yr 3 class	<b>Personal Development:</b> We develop pupils' character and understanding of how to make more conscious use of finite resources and empower them to take action to reduce the negative impacts of our daily activities on nature and society.	We have organised water to be saved from children's water bottles into water cans and buckets. Children from year 3 collect that water and either use it to water plants around the school or collect it in water butts.  Year 3 have also created posters to encourage the saving of water around the school.

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Register for heat health and flood alerts</b>  Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert service</a> and consider using this to trigger your heatwave protocols. Get flood warnings by phone, text or email via the <a href="#">gov.uk website</a> or sign up to receive weather warnings from the <a href="#">Met Office</a> .	Start:  Review:	TAA	<b>Leadership and management:</b> Governors and leaders ensure the school fulfils its statutory duties for the health, safety and wellbeing of all pupils with regards to extreme weather events. They are proactive in promoting a learning environment conducive to high-quality, inclusive education in a changing climate.	HT follows latest updates.
<b>Update emergency plan to include heatwave policy</b>  Articulating your heatwave protocols in writing allows anyone to enact them in the headteacher's absence and to communicate the measures to parents and staff when needed. It might include passive ventilation measures, PE lessons, 'slip, slop, slap' campaigns, uniform, suncream and outdoor learning. Refer to the <a href="#">DfE guidance on hot weather</a> . Consider adopting the <a href="#">joint union heatwave protocol</a> including short, medium and long term measures.	Completed: Term 6 2025  Review (annually): Summer 2026	TAA	Heatwave plan has been written and sent to all parents. This can also be found on our website – HT newsletters.	

### 3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Enrol with <a href="#">The Nature Park (NENP)</a> ★</b>  The NENP aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Completed: June 2025	EP	<b>Personal Development:</b> We develop pupils' character and understanding of nature and how to be responsible stewards of our natural resources by giving them leadership and collaboration opportunities to meaningfully influence decision making and empowering them to take action to protect and enhance nature and biodiversity.	Signed up in June and boundaries of school site marked to appear on the schools mapping tool.  Grant received for butterfly and bee garden  OVO award granted for outside area.
<b>Have pupils carry out wildlife surveys</b>  Conduct <a href="#">wildlife surveys</a> and <a href="#">habitat mapping</a> using the NENP resources to develop and understanding of what you have on your school site so students and staff can make informed choices about how to enhance and care for it. Consider also taking part in activities such as the <a href="#">Big Birdwatch</a> with the RSPB.	Start: September 2025  Review (termly):	EP, Roots and Shoots club, SC/LW and Yr R class	<b>Behaviour and attitudes:</b> Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured.	3/11/2025  Roots and Shoots have completed the habitat mapping tool.
<b>Increase planting of available areas</b>  Plant the hedgerow you have planned with the 30 saplings you've already acquired. Through the <a href="#">NENP habitat mapping activities</a> , start to	Start: Complete June 2025	EP/AdeR/ Roots and Shoots Club	Examples of this can be found	Fruit trees have been planted at the front of the school for our community orchard. Hedgerow has been planted at the back of the school field.

identify areas that could accommodate further planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Involve your students in deciding what to plant based on the habitat maps and wildlife surveys.	<b>Review (termly):</b> Autumn 2025	<b>KR, Year 2 Class – bee garden by the vegetable patch</b>	is our whole-school action on protecting nature.	Whole school - Bring a bulb – plant a bulb initiative (April 25) for the raised beds. Whole school - Bee Day (May 25) – children donated seeds to be used in the Bee garden.  Continuing Bee-theme and bee-friendly area next year plus joining the Butterfly Corridor.
<b>Continue to develop and encourage membership of your Roots and Shoots club</b>  Register your school with <a href="#">RHS Campaign for School Gardening</a> if you haven't already and receive a free welcome pack containing seeds and growing resources.	<b>Ongoing</b>  <b>Review (termly):</b>	<b>AdeR/EP</b>		Club ongoing
<b>Consider switching to Ecosia as your default search engine</b>  Investigate using <a href="#">Ecosia</a> as your default search engine to plant trees with each online search, either for the whole school, or just for staff PC, laptops and tablets, as appropriate.	<b>Start:</b>  <b>Review:</b>			

## 4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and your staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Write a sustainability strategy including a declaration of your Net Zero aspirations</b>  Publish your Net Zero aspirations on your school website and outline your strategy for the school (e.g. creating and delivering a CAP addressing these key areas, staff and governors responsible for leading, continuing to communicate through your website/newsletters etc about your goals, projects and successes). This might be a light-touch strategy like <a href="#">Buckland Primary's</a> , a more prescriptive document with expectations of the school communities, like <a href="#">St Mary's</a> , or incorporate more in-depth information like governance and CAP targets, like <a href="#">Knebworth Primary's</a> .	<b>Start:</b>  <b>Review (annually):</b>	AdeR/EP/TAA	<b>Behaviour and attitudes:</b> Pupils are empowered to both lead and support our sustainability and climate engagement opportunities, which cultivate a culture of active engagement, compassionate action for the wellbeing of both people and nature, and shared responsibility for creating a more just world.	
<b>Set up a sustainability working group to support your sustainability lead and enact your CAP</b>  Assemble a sustainability working group featuring different stakeholders across the school to collaborate and effect change in delivering your CAP. Include SLT, site manager, finance, teachers and, if possible, representation from the governors and PTA.	<b>Started:</b> Jan 2025  <b>Review (termly):</b> Autumn 2025	AdeR/TAA/CF/EP/KR/WM/JP	Group has been set up including one governor.  Meeting dates to be diarised for new academic year.	

<b>Appoint a sustainability focused Governor</b> Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.	<b>Completed:</b> Summer 2025			Winston Michael has been appointed – local counsellor who has been supporting on travel plan and food plans etc.
<b>Get your school council to sharing eco actions/ideas</b> As a dedicated eco club isn't right for you, try building sustainability leadership into your main school council's purview, and ask them to share eco projects their classes have taken on.	<b>Start:</b> September 2025 <b>Review (termly):</b> Autumn 2025	<b>TAA/AdeR</b>		Huminites ambassadors have taken a lead on this.
<b>Set up a sustainability award for students or classes</b> Create an eco-award to celebrate students' and classes' active engagement in sustainability, perhaps as an end-of-year celebration or a weekly/half termly award – whatever fits best with your current awards	<b>Start:</b> September 2025 <b>Review:</b>	<b>AdeR/EP/KP</b>		Humanities ambassadors have designed badges and we have stickers for the rewards template to follow the children through the school.
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate <a href="#">opportunities for staff</a> , inc. free webinars and <a href="#">values training, free CPD programmes</a> and/or developing skills through <a href="#">Carbon Literacy training</a> or Climate FRESK.	<b>Start:</b> <b>Review (annually):</b>			

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<b>Complete a curriculum audit &amp; incorporate sustainability</b> <a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability, as do the <a href="#">Ministry of Eco Education</a> . Consider a way to carry the thread of sustainability education throughout a pupil's school journey across the years – e.g. floor books.	<b>Started:</b> May 2025 <b>Complete:</b> June 2025 <b>Review (termly):</b> Autumn 2025	<b>AdeR/KR</b>		Staff meeting held. Teachers looked at developing their eco projects. Document produced for action throughout the year. This is in share point.  Floor books set up and discussed with teachers as to when the children can collate photos and labels to show what they have completed during the term for their project.
<b>Share best practice and ideas internally</b> Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads. Use this to explore opportunities to embed sustainability and outdoor learning into curriculum and practice, and to identify gaps where CPD could support staff in feeling more confident about teaching sustainability	<b>Start:</b> September 2025 <b>Review (termly):</b>	<b>Subject leads</b>		3/11/2025 - staff meeting calendar has been set up with an opportunity for staff to share the projects they have been working on with the classes.
<b>Create a culture of outdoor and indoor education and continue to develop an environment where lessons can be taught outside in all subjects</b> Improve outdoor learning by setting up regular opportunities to learn in nature and encouraging teachers to do this across different subject areas. You can get support and advice from the <a href="#">Forest School</a>	<b>Started:</b> May 2025 <b>Completed:</b> May 2025	<b>AdeR/KR</b>		Staff meeting held in May 2025 to create a whole school document for learning outside the classroom. Document upload in Sharepoint.. Now at review and implementation stage.

<p>Association, <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a>.</p>	<p><b>Review (termly):</b> Autumn 2025</p>			<p>EYFS have looked at how the environment is changing as the seasons change. As part of their home learning activities the children were asked to go on nature walks with their family and collected natural objects to bring in and share with their class.</p> <p>EYFS have also explored the school environment with their year 6 Buddies. They took part in a scavenger hunt and explored all the different habitats that they could find. EYFS also had their first school trip to Godinton house</p>
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GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP/OFSTED LINK	NOTES/PROGRESS TRACKER
<p><b>Provide opportunities for all students to take leadership on sustainability</b></p> <p>Provide students with more opportunities for engagement and leadership on sustainability projects to try and make it possible for <i>all</i> students to engage and lead somewhere in their school journey, e.g. school council, NENP, roots &amp; shoots, switch off &amp; water projects.</p>	<p>Start: September 2025</p> <p><b>Review (termly):</b></p>	<p><b>All classes.</b></p>	<p><b>Personal development:</b> We prepare our students for future success by equipping them with opportunities to be leaders, to develop green skills and to explore green career pathways in preparation for a future in which sustainability is rapidly becoming an essential focus in all sectors.</p>	<p><b>Environmental projects:</b> Year R biodiversity and eco systems. Term 1 - Been on a nature walk with our Year 6 Billy Buddies, looking for different habitats. Children were also set the challenge of collecting natural items on a nature walk at home, ready to share with their peers and teachers. Term 2 – visited Godinton House. We identified different habitats and any changes that we think have happened as the seasons change. Made bird feeders and spoke about food sources being limited due to weather changes.</p> <p>Yr 1 Litter – litter pick in school and explored how this damages our area. Home learning, litter pick/survey in area around homes, decide if there are enough bins.</p> <p>Year 3 saving water, We have organised water to be saved from children's water bottles into water cans and buckets. Children from year 3 collect that water and either use it to water plants around the school or collect it in water butts. Year 3 have also created posters to encourage the saving of water around the school.</p> <p>Year 2 – Bees: Had a beekeeper visit and used the facts we learnt to guide our learning about bees. Visited Godinton House to spot different bees and learn more about the varieties of bees, discussed pollination and explored the pollen levels of different plants. Created bee hibernation nests ready for winter. Planning out the bee garden area –</p>

				<p>purchase of plants ready for planting in Term 3 – Nature grant.</p> <p>Year 4 composting: Created posters to go around the school to inform students and staff what waste we are collecting and where to put their food waste. All children involved in a weekly rota to collect food waste from KS1, the kitchen, the lunch hall and the staff room. We gained new food waste bins which have been put around the school to collect waste. We collect shredded paper from the office for our compost. We have had lessons on composting. We have a weekly group that goes around the school to maintain our eco-projects. - Check on bins and posters, collect leaf and grass waste. Turn the compost and sieve it.</p> <p>Year 5 reduce, reuse and recycle. Children have made signs for the different recycle bins around the school having carried out a survey. They have also been focusing on reducing printing – again making signs and monitoring the number of photocopies made per class. This will be monitored each term and feedback to adults – praising when this has been reduced. Think before you print signs have been created for computers and also the PC room. We have made a saving of approx. £2000 this year.</p> <p>Year 6 waste and landfills – including food waste. Children researched information on which food waste is safe to be left out for birds to be turned into posters. Children visited different classes to find out which foods from lunches are most often thrown away. These results will be combined with results from our survey next term to create recipe cards for the most commonly wasted food.</p>
<p><b>Include green skills and careers as part of your career guidance</b></p> <p>Integrate green skills and career pathways in school career fairs. STEM provide useful guidance on <a href="#">greening careers provision</a> in schools. You could also invite speakers to speak to students as part of a year-round programme of opportunities, e.g. from <a href="#">Speakers for Schools</a> and <a href="#">Greenpeace</a>.</p>	<p><b>Start: Term 3 or 4 2026</b></p> <p><b>Review (termly):</b></p>	<p><b>LC</b></p>		<p>This will be included in careers week in Term 5.</p>

# Forward Planning

Actions to keep in mind for future Climate Action Plans

## Pillar - Food

- **Incorporate plant-based foods as a theme as part of the food technology classes**

Build planet-friendly considerations into food tech including vegan cooking and produce that is locally grown. (This is also more accessible for students with dairy intolerances, as a bonus!)

## Pillar – Climate Adaptation & Resilience

- **Install heat reflective measures in offices that struggle with overheating**

Look at the most effective measures based on the amount of sunlight, e.g. external blinds/awnings. Solar film can be used but may cause heat retention so consider this carefully and in conjunction with other measures, such as the trees you've planted for natural shading. Interior blinds can reduce sun glare but won't reduce heat coming into the room overall (it needs diffusing or filtering out *before* it reaches the glass where possible)

## Pillar – Culture

- **Ensure that when policies and procedures are reviewed, sustainability is embedded**

Check your policy and procedures review schedule. When reviews are happening, include a statement of intent for sustainability on all policies if appropriate to do so.



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Registered number: 05062574/ Charity number: 1104153  
The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP