



Climate Action Plan

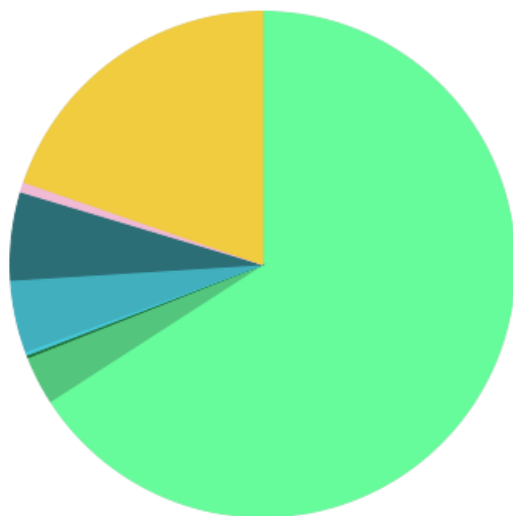
Austwick CE (VA) Primary School

1 year plan Autumn 2025 – 2026



Your school's carbon baseline: 117.49 t CO₂e Calculation: Dec 2025





| Operational area | Scope | Emissions area | tCO ₂ e | % |
|----------------------------------|--------------|--|--------------------|-----|
| Energy, Waste & Water | 1 | ● Fuel | 77.41 | 66% |
| | 2 | ● Electricity | 3.65 | 3% |
| | 3 | ● Waste | 0.01 | <1% |
| | 3 | ● Water | 0.19 | <1% |
| Transport | 1 | ● School vehicles | 0 | 0% |
| | 3 | ● School trips | 0.28 | <1% |
| | 3 | ● Student commuting | 5.41 | 5% |
| | 3 | ● Staff commuting | 6.61 | 6% |
| Food | 3 | ● Food | 0.76 | <1% |
| Purchasing & Uniform | 3 | ● Purchasing | 23.16 | 20% |
| | Out-of-scope | ● Uniform * | 9.73 | n/a |

* Uniform is out-of-scope and therefore not included within the pie chart

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| Progress Key |
| Not Started |
| In Progress |
| Stalled |
| Complete |

| |
|-------------------------------------|
| Climate Action Plan history |
| Last reviewed: <input type="text"/> |

★ = high carbon reduction actions

| GET STARTED | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Sign up to the Let's Go Zero campaign</p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, teachers, support staff, pupils.</p> | <p>School have signed up for this, November 2025. Shared with the pupil Eco Team. Posters and stickers to be put up around school.</p> | |
| <p>Calculate your school's carbon footprint using Count Your Carbon</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, teachers, support staff, pupils.</p> | <p>School have joined this. Eco Team to monitor this. Sustainability lead to support the Eco Team in completing this.</p> | |
| <p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, teachers, support staff, pupils.</p> | <p>Page on website has been set up for the Eco Team. Continue to add detail to this.</p> <p>Add Climate Action Plan to website once completed, and additional relevant information.</p> | |
| <p>Set up a sustainability working group</p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Sustainability leads, governor</p> | <p>Staff meeting time designated to discussion around the plan. Arrange for non-contact time for collaboration.</p> | |

1. Decarbonisation and Energy Efficiency

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

| ENERGY – BUILDINGS AND RETROFIT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.</p> | <p>Start: September 2025 Review: September 2026</p> | <p>NYCC cleaning staff, HT</p> | <p>Energy efficiency: guidance for the school and further education college estate - GOV.UK (www.gov.uk)</p> <p>Check start and stop times for holidays/weekends. Reduce temps by 1 degree in class rooms.</p> <p>Check hot water times.</p> | |
| <p>★ Double glaze all windows where possible</p> <p>Replace any single glazed windows with double glazing or add secondary glazing to enhance energy efficiency, save money, reduce external noise and create a more accessible learning environment.</p> | <p>Start: September 2025 Review: September 2026</p> | <p>Diocese, contractors, governors, HT</p> | <p>Windows in the hall have been replaced with double glazing (August 2025)</p> | |
| <p>Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Diocese, HT, governors</p> | <p>Conditions Survey priority for this year is to replace lighting. Waiting to hear from diocese regarding funding.</p> | |

ENERGY – BEHAVIOURAL CHANGE

| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
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| <p>Incentivise students to address energy usage</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, class teachers, support staff, pupils, parents, Eco Team</p> | <p>Energy Sparks have some good ideas for student activities Activities Energy Sparks</p> | |
| <p>Take part in a switch off campaign</p> <p>Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p> | <p>Start: September 2025 Review: September 2026</p> | <p>HT, sustainability leads, admin, class teachers, support staff, pupils, parents, Eco Team</p> | <p>Eco Team to organise a switch off hour to begin with, planned at a time to be appropriate for school afternoon, e.g. Friday afternoon.</p> <p>Ensure all switched off during the holidays.</p> | |
| <p>Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, admin, class teachers, support staff, pupils, Eco Team</p> | <p>Ensure staff switch off PCs, tablet chargers, printers, photocopiers etc off at the end of each day. Set up sleep settings on computers and laptops.</p> | |
| <p>Ensure staff understand how to heat their rooms in the most energy efficient manner</p> <p>Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues. .</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, admin, class teachers, support staff, pupils, Eco Team</p> | <p>Guidance document from Let's Go Zero available for this action.</p> <p>Ensure classrooms are not overheated, radiators to be turned down before opening windows. Radiators to be turned down/off when rooms not in use, e.g. extension classroom, staff room, hall etc.</p> | |

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| <p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, admin, class teachers, support staff, pupils, Eco Team</p> | <p>Use Energy Sparks to understand energy use and decide on ways to save energy.</p> | |
| <p>Ensure catering staff understand how to use energy efficiently in the kitchen</p> <p>Provide CPD training or guidance on energy efficiency to your in-house catering team or speak to your catering provider about providing it for their staff, e.g. only using electrical equipment when needed, avoiding preheating for longer than necessary, and ensuring drinks fridges are covered to prevent energy loss and turned off at nights and weekends.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>NYCC Catering staff, HT, admin, NYES</p> | <p>Guidance document from Let's Go Zero available for this action. Research training provided by NYES.</p> | |

| FOOD | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Run a campaign to reduce plate waste from pupils</p> <p>Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Eco-Team, CW committee, sustainability leads, HT, teachers, support staff</p> | <p>Research WRWA for ideas and plan into collective worship – environmental themes.</p> | |
| <p>Grow food for use in food tech classes or by pupils/community</p> <p>Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their</p> | <p>Start: September 2025</p> | <p>Eco Team, PTA, sustainability leads</p> | <p>Veg planter in playground, Eco Team responsible for planting and growing seasonal veg to be used in DT, or sold at market stall.</p> | |

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| plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community. | Review: September 2026 | | | |
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| WASTE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Carry out a bin audit to ensure mandatory recycling requirements are being met</p> <p>New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p> | <p>Start: September 2025 Review: December 2025</p> | Eco-Team , HT, sustainability leads, NYC | Ensure the right bins are being used to separate waste. Collect label templates. | |
| <p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p> | <p>Start: September 2025 Review: December 2025</p> | Pupils, teachers, support staff, sustainability leads, Craven Fairtrade | Part of the PSHE Curriculum and Geography Curriculum. Visitors in school e.g. Fairtrade – Liz Roodhouse delivered workshop. Register with Fairtrade. | |
| <p>Transition to reusable plates, cutlery, cups, beakers and tupperware across the school site</p> <p>Transition away from the supply of single-use items throughout the school site by switching to reusable alternatives (ceramic plates, food-trays, metal cutlery, etc), and incentivising use of personal cups / tupperware. We do not recommend biodegradable plastic as a suitable replacement.</p> | <p>Start: September 2025 Review: September 2026</p> | HT, sustainability leads, Eco Team, pupils, teachers, support staff, parents | Water cooler installed for children to use in own water bottles. Encourage reusable packaging in packed lunch. Eco Team to promote this with pupils and parents, e.g. reusable lunch boxes – not plastic bag and limit disposable packaging. | |

| PROCUREMENT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | <p>PTA, parents, families, pupils, Eco Team ,HT, sustainability leads</p> | <p>Eco Team to set up uniform swaps at PTA events, after school, end of Praise Assembly etc.</p> | |
| <p>Switch to recycled or sustainably sourced paper</p> <p>Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | <p>Admin, HT, sustainability leads</p> | <p>Research recycled paper sources and cost.</p> | |

| TRANSPORT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Raise awareness of air quality around school</p> <p>Educate children on the impacts of air pollution (ex; run an assembly) and/or monitor air quality around school. For instance, sign up for Asthma and Lung's Clean Air Champions for a free air quality monitor and access to a range of resources linked to the curriculum. You may</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | <p>HT, sustainability leads, Eco Team</p> | <p>Sign up for Asthma and Lung's Clean Air Champions.</p> | |

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| also consider running an anti-idling campaign to address air quality around the school. | | | | |
| <p>Provide cycle proficiency lessons in school</p> <p>Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | <p>Admin, HT, sustainability leads, Bikeability provider, GetCycling</p> | <p>Bikeability for Y6 children occurs annually. HT has organised for two members of staff to attend a cycling training day in Jan 26 in order for EYFS children to 'get cycling.' Six balance bikes and helmets will be given to the school to support this, and a cycling programme followed.</p> | |

2. Climate adaptation and resilience

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

| ADAPTATION AND RESILIENCE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Subscribe to flood alerts and write a flood policy</p> <p>Get flood warnings by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office. Use the DfE guidance to help create a flood policy document that enables you to assess, prepare for and manage any future potential flooding.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, Eco Team, pupils, staff</p> | <p>Subscribe to the flood alerts.</p> <p>Write a flood policy.</p> | |
| <p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, Eco Team, pupils, staff</p> | <p>Subscribe to UKHSA.</p> <p>Write a heat wave policy.</p> | |
| <p>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO₂ levels using devices.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, admin, sustainability leads, staff</p> | <p>CO2 monitors are set up in main classrooms.</p> <p>Monitor the data and ensure windows are open when necessary for ventilation.</p> | |
| <p>Regularly organise cleaning gutters and unblocking any drains on site</p> | <p>Start: September 2025</p> | <p>Admin, HT</p> | <p>Drains and gutters have been arranged to be unblocked.</p> | |

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| Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important. | Review: December 2025 | | | |
| Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days. | Start: September 2025 Review: December 2025 | PTA, HT, Eco Team, Playdale/ESP Play | Research playground shelters. Contact and obtain quotes from outdoor play companies, seek funding from PTA/external donations. | |

| WATER | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| Raise awareness around water consumption and efficiency Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more. | Start: September 2025 Review: December 2025 | HT, sustainability leads, Eco Team | Contact local water company and obtain resources from website. Organise assembly/visit. | |
| Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water. | Start: September 2025 Review: December 2025 | HT, sustainability leads, Eco Team | Research and obtain a water butt. | |

3. Biodiversity and Green Infrastructure

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

| NATURE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Take part in The Nature Park</p> <p>The Nature Park aims to embed nature-based learning into 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.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Eco Team, sustainability leads, staff, pupils</p> | <p>Research and take part in The Nature Park.</p> | |
| <p>Establish a gardening/nature club</p> <p>Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Eco Team, sustainability leads, HT, CofG</p> | <p>Ask for volunteers to help lead a gardening club. Eco Team to begin organising the veg planters. Make contact with village residents to set up wildflower garden.</p> | |
| <p>Have pupils carry out wildlife surveys</p> <p>Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>Eco Team, sustainability lead, pupils, staff, parents</p> | <p>Eco Team to organise birdwatching during playtimes. Take part in the wildlife study.</p> | |
| <p>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, pupils, CofG, Eco Team, local community</p> | <p>Research funding. Make contact with village resident about setting up wildflower garden.</p> | |

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| make use of the wider community for support and resources. | | | | |
| <p>Increase planting of available areas</p> <p>Identify areas in your school grounds which could accommodate new planting. This could include hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. When planning ensure the "right tree in the right place" principle is followed and consider accessibility and maintenance requirements.</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | HT, sustainability leads, pupils, CofG, Eco Team, local community | As above. | |
| <p>Create accessible outdoor spaces that enable students to connect with nature</p> <p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p> | <p>Start: September 2025</p> <p>Review: December 2025</p> | HT, sustainability leads, pupils, CofG, Eco Team, local community, outdoor play providers, PTA | <p>As above.</p> <p>Seek funding from PTA/external donations to set up shelter in playground.</p> | |

4. Climate Education, Green Skills and Green Careers

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

| CULTURE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Sign up to Sustainability Support for Education</p> <p>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.</p> | <p>Start: September 2025 Review: December 2025</p> | Teachers, TAs | Sign up and use resources. | |
| <p>Appoint a sustainability focused governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p> | <p>Start: September 2025 Review: December 2025</p> | Governor - MF | Share plan, meetings, resources etc with link governor. | |
| <p>Publicise your commitment to sustainability</p> <p>Include a commitment to sustainability in your school's public communication, e.g. declaring a climate emergency and intentions of going Net Zero. This could be via a values statement, a declaration of Net Zero aspirations, or inclusion in the school vision.</p> | <p>Start: September 2025 Review: December 2025</p> | HT | Add information re CAP to school website and update with information regularly. | |
| <p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p> | <p>Start: September 2025 Review: December 2025</p> | HT, sustainability leads, Eco Team | Eco Team set up including Y6 pupils. Regular meetings and time to discuss projects. | |

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| <p>Set up a sustainability award for students or classes</p> <p>Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, Eco Team</p> | <p>Set up display board to promote and advertise the work of the Eco Team, set up relevant eco awards for Praise Assembly.</p> | |
| <p>Provide CPD opportunities for staff on sustainability</p> <p>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, staff</p> | <p>HT to research UCL sustainable futures UCL – free online training and other opportunities for staff CPD.</p> <p>Organise time for training.</p> | |

| CURRICULUM | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Amend your curriculum to incorporate sustainability</p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, teachers, TAs</p> | <p>Look for opportunities to organise sustainability themed collective worship, let by the Eco Team.</p> <p>Add sustainability theme into areas of the curriculum, e.g. geography, science, PSHE.</p> | |
| <p>Survey staff on how they feel about teaching sustainability issues</p> <p>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate</p> | <p>Start: September 2025 Review: December 2025</p> | <p>HT, sustainability leads, teachers, TAs</p> | <p>Use template survey to ask staff.</p> | |

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| change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use. | | | | |
| <p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association, Learning Through Landscapes or the National Education Nature Park.</p> | <p>Start: September 2025 Review: December 2025</p> | HT, sustainability leads, teachers, TAs, pupils, Forest School teacher | <p>Increase Forest School opportunities? One day to two days per term (whole school).</p> <p>Seek opportunities for outdoor learning, e.g. wildlife trust, Wild Ingleborough.</p> | |
| <p>Set up a Forest School</p> <p>Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access Forest School regularly.</p> | <p>Start: September 2025 Review: December 2025</p> | HT, sustainability leads, teachers, Tas, pupils, | Look into increasing further FS opportunities for pupils. | |

| GREEN SKILLS & CAREERS | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p> | <p>Start: September 2025 Review: December 2025</p> | HT, sustainability leads, Eco Team | Access scheme and organise events. | |
| <p>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.</p> | <p>Start: September 2025 Review: December 2025</p> | Admin, HT, sustainability leads, parents, pupils | Invite parents into school to talk about sustainability, e.g. MR | |



www.letszero.org

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