



## Climate Action Plan 25-26

### Climate Action Plan history

Last reviewed:	Jan 26 CH (Co-HT)
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### Progress Key

Not Started

In Progress

Stalled

Complete

★ = high carbon reduction actions

### GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></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><b>Start: Dec 25</b> <b>Review: March 26</b></p>	<p>CH</p>	<p>CH to sign up for Let's Go Zero and share with teaching staff</p>	<p>Complete</p>
<p><b>Set up a sustainability working group</b></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><b>Start: Jan 26</b> <b>Review:</b></p>	<p>CH</p>	<p>Termly meetings to review the CAP</p> <p>Members: CH, LF, MC, NC</p>	<p>Sustainability lead – CH</p> <p>Members-LF, NC, NC</p>
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></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. Use the Let's Go Zero comms pack to do this.</p>	<p><b>Start: March 26</b> <b>Review:</b></p>	<p>CH, DBi, WB</p>	<p>Facebook, Class Dojo, website posts and info in Spring term newsletter</p>	

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install a smart meter</b></p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a>.</p>	<p><b>Start: On-going</b> <b>Review: Dec 26</b></p>	<p><b>SSt/GD</b></p> <p><b>SH</b></p>		Complete
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> 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%, <a href="#">according to the DfE</a>.</p>	<p><b>Start: Jan 26</b> <b>Review: termly</b></p>	<p><b>SH, SSt/GD</b></p>	<p>Remember to switch off over the winter holidays: <a href="#">Winter switch off.pdf - Google Drive</a></p> <p>Heating controls</p> <p>Check out of hours gas and electricity use.</p> <p>Check holiday usage. See SSt/SH</p> <p>Meet Andy Pooley (Notts CC) re gas and electricity usage.. Meeting 15/01/26 re using Systemlink to track energy usage more closely</p> <p>Make sure that everything that can be switched off is switched off over the Christmas holidays etc</p>	<p>Met Andy Pooley 15/01/26. Log in for Systemlink requested. School's energy usage audited.</p>
<p><b>Install TRVs on radiators</b></p> <p>Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.</p>	<p><b>Start: Spring term 26</b> <b>Review: Summer term 26</b></p>	<p><b>SStr/GD</b></p> <p><b>SH</b></p>	<p>Check which rooms have TRVs and where these can be installed</p>	

## ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Incentivise students to address energy usage</b></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.</p> <p><a href="#">School Energy Action Hub</a> free energy-saving resources for primary and secondary school pupils.</p> <p><a href="#">Education resources - National Energy Action (NEA)</a></p> <p>National Energy Action have a series of workshops suitable for KS1, KS2, and KS3 encouraging children and young people to be responsible energy consumers.</p>	<p><b>Start: Jan 25</b> <b>Review: April 26</b></p>	<p>AM LF MC NC</p>	<p>Eco Champions to take an active role in this eg turn off screens over lunchtimes, switch off lights.</p>	<p>NC, LF and MC to lead on Eco-Champions getting underway.</p>
<p><b>Take part in a switch off campaign</b></p> <p>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a>. 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><b>Start: Nov 26</b> <b>Review: Dec 26</b></p>	<p><b>Eco Champions</b> LF MC NC</p>	<p>Do a switch off week or fortnight. Nationally this is in November.</p>	
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) 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</p>	<p><b>Start: On-going</b> <b>Review: Dec 26</b></p>	<p>CH SSt/GD SH</p>	<p>Systemslink – NCC energy monitoring platform. SMBs to monitor usage.</p>	

you are already sending your energy data to your provider, get in touch with them and ask them for access.				
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>	<p><b>Start: Jan 26</b> <b>Review: April 26</b></p>	<p>CH</p> <p><b>Notts CC Vertas kitchen Team</b></p>	<p><a href="#">School-Food-Standards-Guidance-FINAL-V3.pdf</a></p> <p>A practical guide for teachers, cooks and caterers on the government's School Food Standards.</p> <p>The standards require schools to serve meat at least 3 times a week and dairy every day. However, dairy does not have to be featured in the main hot meal option, and instead included in items such as yoghurt, milk, cheese sandwiches etc – leaving room to have a fully plant-based option every day. The standards also leave room to have 2x meat free/veggie/planet-friendly days each week. Meat dishes can also be 'blended' with plant protein and veggies, so despite restrictions there is plenty of scope for progress. Schools are also required to serve oily fish at least once in every 3 week menu cycle.</p> <p>Vegetarian option served 3 times in the 3 weekly cycle currently. Explore the possibility of offering jacket potatoes as an option to the meat based lunch.</p>	<p>Parental survey undertaken Dec 25 to ascertain if this would be a popular option. Jacket potatoes to be added as a daily option to the menu Jan 26.</p>

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ <b>Develop your uniform exchange and extend existing reuse practices</b></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.</p>	<p><b>Start: On-going</b> <b>Review:</b></p>	<p>CH</p> <p>AC, FSW</p>	<ul style="list-style-type: none"> <li>Widen uniform swaps offered to include shoes, wellies, xmas jumpers, coats etc</li> </ul>	<p>Complete</p>

<p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours.</p>	<p><b>Start: On-going</b></p> <p><b>Review:</b></p>	<p><b>CH, JS</b></p>		<p>Complete</p>
<p><b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b></p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.</p>	<p><b>Start: Jan 26</b></p> <p><b>Review: Dec 26</b></p>	<p><b>CH</b></p> <p><b>SSt/GD (SMB)</b></p>	<p>SBMs to consider where resources are purchased from and the green considerations of these.</p>	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> 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><b>Start: March 26</b></p> <p><b>Review: Summer term 26</b></p>	<p><b>SH</b></p>		
<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce -&gt; Reuse -&gt; 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 <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p><b>Start: Jan 26</b></p> <p><b>Review: April 26</b></p>	<p><b>Eco Champions</b></p> <p><b>LF MC NC</b></p> <p><b>SH</b></p>	<p>Audit use of classroom bins for recycling and relaunch if necessary.</p>	<p>New recycling boxes purchased Jan 26. Relaunch recycling by Eco Champions.</p>

<p><b>Establish procedures for the reuse of school supplies and equipment</b></p> <p>When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; <a href="#">School Resources Exchange</a>; Facebook Marketplace, etc.</p>	<p><b>Start: On-going</b> <b>Review:</b></p>	<p><b>CH, SS/ GD, SH</b></p>	<p>Explore the School resources exchange website and use for any resources and furniture no longer needed in school.</p>	<p>On going action</p>
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Run active travel campaigns</b></p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a>). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Ask the PTA or engaged parents to support with these.</p>	<p><b>Start: Summer 26</b> <b>Review: Dec 26</b></p>	<p><b>CH, Sustainability team</b></p> <p><b>Costing for scooter and bike parking – PTA</b></p>	<p><a href="#">Cut the High Carbon Commute programme</a> is particularly a good programme for KS1 pupils and can support Modeshift Stars or Sustrans work in the school.</p> <p>Implement a Walk to school week.</p> <p>Invest in parking for bikes and scooters</p>	<p>PTA are fundraising for a bike and scooter park for the school</p>
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p><b>Start: On-going</b> <b>Review:</b></p>	<p><b>DBi</b></p>	<p>Embedded</p>	<p>Completed</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				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a>. Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning.</p>	<p><b>Start: Spring term 26</b> <b>Review: Summer 2 26</b></p>	<p><b>JS CH</b></p>	<p>Signed up for heat-health Alert Service Dec 25</p> <p>Heatwave policy to be implemented. Written Dec 25 to be approved by Governors</p> <p>Sun Protection risk assessment in place</p>	<p>Completed Dec 25</p>

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Check site for leaks using your water meter</b></p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p><b>Start: Spring 26</b> <b>Review:</b></p>	<p><b>SSt/GD</b> <b>SH</b></p>	<p>Water meter – check consumption</p>	
<p><b>Raise awareness around water consumption and efficiency</b></p> <p><a href="#">Severn Trent</a> have an education team who offer assembly and workshops to primary school pupils.</p>	<p><b>Start: Summer term 26</b> <b>Review: End Autumn term 26</b></p>	<p><b>WB, Y3/4 lead</b></p>	<p>Seven Trent water bus – get in to school for Y4</p>	
<p><b>Install water butts to harvest rainwater</b></p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p><b>Start: Aug 25</b> <b>Review: Aug 26</b></p>	<p><b>CH SSt/GD</b></p>	<p>Kindness Garden</p> <p>School Garden</p>	<p>Completed</p>

### 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	NOTES	TRACKER
<p><b>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</a> 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>Register for free through the <a href="#">The Nature Park</a> website</p> <p><a href="#">Create site boundary</a></p> <p><a href="#">Start mapping your site with your learners</a></p>	<p><b>Start: Dec 25</b> <b>Review: Dec 26</b></p>	<p><b>CH</b></p> <p><b>DBi</b></p>	<p>CH to register for The Nature Park-</p> <p>Done Dec 25</p> <p>DBi to create the school's site boundary.</p>	<p>School boundary created on The Nature Park Website Dec 25</p>
<p><b>Establish a gardening/nature club</b></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><b>Start: On-going</b> <b>Review:</b></p>	<p><b>MC Garden Gang</b></p>	<p>Garden Gang has been run successfully for a number of years</p>	<p>Completed</p>
<p><b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b></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 make use of the wider community for support and resources.</p>	<p><b>Start: Spring term 26</b> <b>Review: Autumn term 26</b></p>	<p><b>Eco counsellors</b></p> <p><b>MC Garden Gang</b></p> <p><b>NK, EYFS team</b></p>	<p>Make bug hotels and bird boxes.</p> <p>Improve habitats for wildlife.</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				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b></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: Jan 26 Review: Dec 26</p>	<p>AM</p> <p>LF,NC MC to lead on this</p>	<p>Eco Champions to be re-established and led by MC, NC and LF.</p>	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Complete a curriculum audit</b></p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas.</p>	<p>Start: Summer term 26 Review: Dec 26</p>	<p>AM</p> <p>LF NC (Geog leads) MC</p>	<p>Review the curriculum and ascertain where climate and sustainability is covered. Where do we cover climate and sustainability?</p>	
<p><b>Amend your curriculum to incorporate sustainability if needed</b></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. <a href="#">Teach the Future</a>, Royal Meteorological Society (<a href="#">Curriculum for Climate Literacy</a>) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start: Spring term 26 Review: Dec 26</p>	<p>AM CH</p> <p>LF NC MC</p>		

<p><b>Create an environment where lessons can be taught outside in all subjects</b></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 <a href="#">Forest School Association</a>, <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a>.</p>	<p><b>Start: Spring term 26</b> <b>Review: Dec 26</b></p>	<p><b>AM LB NK</b> <b>LF NC MC</b></p>	<p>Consider where in the curriculum learning can be taken outside.</p> <p>Audit learning and add in further opportunities to use eg the school garden and other outdoor spaces.</p>	
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GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Invite inspirational green careers speakers in to speak to pupils. Include green skills as part of careers/aspirations</b></p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a>, <a href="#">Inspiring the Future</a>, <a href="#">Speakers for Schools</a> to find speakers.</p> <p>Engage with the National Education Nature Park <a href="#">Green Skills framework</a> for careers education</p>	<p><b>Start: Spring term 26</b> <b>Review: Summer term 26</b></p>	<p><b>AM</b></p>	<p>Aspirations week</p> <p>Green careers section</p>	



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The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP