

# Climate Action Plan

## St Michael's Church of England Primary

2 year plan Spring 2025 – 2027

Carbon Baseline: 471.38 tCo2e Calculation: 14/04/2025

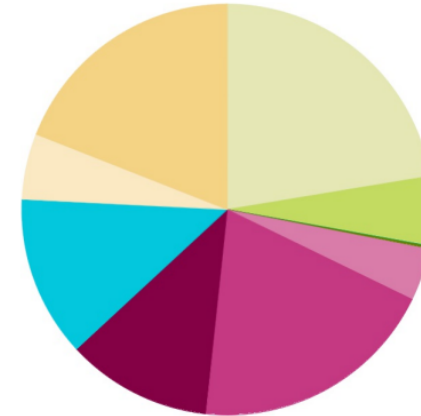


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### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 471.38 tonnes co2e\* per year

| Operational area   | Emissions area    | t co2e* | % of footprint |
|--------------------|-------------------|---------|----------------|
| Energy & Utilities | Fuel Usage        | 105.5   | 22%            |
|                    | Electricity Usage | 25.4    | 5%             |
|                    | Waste Usage       | 0.1     | 0%             |
|                    | Water Usage       | 0.8     | <1%            |
| Transport          | Vehicles          | 0       | 0%             |
|                    | School Trips      | 19.1    | 4%             |
|                    | Student Commutes  | 91.8    | 19%            |
|                    | Staff Commutes    | 53.7    | 11%            |
| Food & Drink       | Meals             | 59.6    | 13%            |
| Purchases          | Spending          | 24.3    | 5%             |
|                    | Uniforms          | 91.3    | 19%            |



\*'t co2e' or 'co2e' 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.

### GET STARTED

| ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TIMEFRAME                | STAKEHOLDERS | NOTES | TRACKER |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------|-------|---------|
| <b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b><br>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.                                                                                                                                                                                                       | Completed<br>04.12.2024  |              |       |         |
| <b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b> ★<br>This free digital tool allows you to calculate the carbon footprint for your educational setting.                                                                                                                                                                                                                                                                                      | Completed<br>14.04.2025  |              |       |         |
| <b>Sign up to the Sustainability Support for Education</b><br>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. | Completed<br>To continue |              |       |         |

## 1. Decarbonisation and Energy Efficiency

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

### ENERGY – BEHAVIOUR CHANGE

| ACTION                                                                                                                                                                                                                                                   | TIMEFRAME         | STAKEHOLDERS | NOTES                                                                                                                                                                                                              | TRACKER |
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| <b>Take part in a switch off campaign</b><br>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). <a href="#">The Pod   Switch Off Fortnight 2025</a> | Start:<br>Review: |              | Energy day planned for 25.06.25<br><br>29.01.2026 Had sustainability day where the entire school didn't use electrical items. Got another planned for June. Energy eco project for the rest of 2026 academic year. |         |
| <b>Monitor energy use on a regular basis through platforms such as your MAT's energy platform</b>                                                                                                                                                        | Start:<br>Review: | MAT          | Part of a MAT, all done centrally. MAT is working on this currently                                                                                                                                                |         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                            |                                                                                                                                                                                                     |  |
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| This online energy-monitoring platform enables schools to visualise their energy usage.                                                                                                                                                                                                                                                                                                                                                  |                                 |                            |                                                                                                                                                                                                     |  |
| <b>Switch to a renewable energy supplier</b><br>Obtain quotes for renewable energy tariffs when your current energy contract finishes. Explore <a href="#">Good Energy</a> , <a href="#">Britain's Greenest Energy Company   Ecotricity</a> and <a href="#">Green Energy</a> which are suppliers that generate their own renewable energy and/or buy energy directly from renewable energy generators.                                   | <b>Start:</b><br><b>Review:</b> | <b>MAT</b>                 |                                                                                                                                                                                                     |  |
| <b>Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows</b><br>Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.                                                              | <b>Start:</b><br><b>Review:</b> | <b>Site Manager</b>        | 29.01.2026 –Site Manager to sign up to TTN network. <a href="#">TTN National School Estates Conference 2025   The Trust Network</a>                                                                 |  |
| <b>Introduce a school policy around lighting use</b><br>Having a lighting policy is a quick win, and a great way to get students on board. Get the eco-club to design 'switch-off' signs or stickers to display by all lighting switch panels around the school. This may also include getting staff to consider whether they need all lights on in a room at a time where zoned lighting is possible, and how much light these provide. | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b> | 29.01.2026 – eco club to use Switch off Fortnight resources to make signs and posters.<br><br>20.07.2026 – eco club ran a competition for energy saving posters. Posters are displayed round school |  |
| <b>Provide catering staff induction on energy efficiency</b><br>Check with your catering provider and request that they provide training for catering staff on energy efficiency measures and practices in the kitchen to help save energy and money.                                                                                                                                                                                    | <b>Start:</b><br><b>Review:</b> | <b>Catering Manager</b>    | 29.01.2026 – to speak to catering team                                                                                                                                                              |  |

| ENERGY – BUILDINGS & INFRASTRUCTURE                                                                                                                                                                                                                                    |                                 |              |       |         |
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| ACTION                                                                                                                                                                                                                                                                 | TIMEFRAME                       | STAKEHOLDERS | NOTES | TRACKER |
| <b>Install a smart meter</b><br>Contact your energy/ water supplier to get a smart meter installed. This is an important first step to get data to track consumption, and needed before you can sign up to energy usage platforms e.g. Energy Sparks                   | <b>Start:</b><br><b>Review:</b> |              |       |         |
| <b>Install TRVs on radiators</b><br>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 existing radiators.                                          | <b>Start:</b><br><b>Review:</b> |              |       |         |
| <b>Install LED lighting</b><br>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%.                                | <b>Start:</b><br><b>Review:</b> |              |       |         |
| <b>Draught proof areas around doors and windows</b><br>Draught-proof areas around old or ill-fitting doors and windows to prevent energy and heat loss. Have new sealed windows and doors installed or opt for cheaper measures such as draught strips or brush seals. | <b>Start:</b><br><b>Review:</b> |              |       |         |

| PROCUREMENT                                                                                                                                                                                                                                                                                  |                                 |                            |                                                                                                           |         |
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| ACTION                                                                                                                                                                                                                                                                                       | TIMEFRAME                       | STAKEHOLDERS               | NOTES                                                                                                     | TRACKER |
| <b>Switch to recycled or sustainably sourced paper</b><br>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. | <b>Start:</b><br><b>Review:</b> | <b>Finance Manager</b>     | 29.01.2026 – to investigate Discovery paper and other retail products                                     |         |
| <b>Reuse school uniform</b><br>Set a target of reusing a specific number of uniform items each year                                                                                                                                                                                          | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b> | 29.01.2026 – Swap shop happened, and will do again in Summer. Looking at increasing how often it happens. |         |

| FOOD                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                     |                                                                                                                        |         |
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| ACTION                                                                                                                                                                                                                                                                                                                                                                                                                         | TIMEFRAME                       | STAKEHOLDERS        | NOTES                                                                                                                  | TRACKER |
| <b>Increase meat-free offer on multiple days or number of meat-free options</b><br>Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.                                                                                                                                                    | <b>Start:</b><br><b>Review:</b> | Catering Team       |                                                                                                                        |         |
| <b>Arrange a menu consultation through external organisation, e.g. <a href="#">ProVeg</a></b><br>Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Send off your menu to ProVeg for a menu consultation and advice on improving the planet friendly options. | <b>Start:</b><br><b>Review:</b> | Catering Team       |                                                                                                                        |         |
| <b>Reduce the quantity of meat in meat based meals</b><br>Explore and implement the addition of meat-alternatives into meat-based meals such as lasagnas, Bolognese, Shepherds and Cottages pies etc. Lentils and pulses are excellent substitutes.                                                                                                                                                                            | <b>Start:</b><br><b>Review:</b> | Catering Team       |                                                                                                                        |         |
| <b>Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options.</b><br>Aim to increase uptake of plant-based meals through pupil-led assemblies<br>Climate education (sustainable food and farming) Food a Fact of Life, resources on where food comes from for age groups aged 3-16 years<br><a href="#">Food A Fact Of Life</a>                                                    | <b>Start:</b><br><b>Review:</b> | Sustainability Lead | 29.01.2026 – Chartwell's ran a free workshop around plant based options, eating less meat, and made humous             |         |
| <b>Incorporate plant-based foods as a theme as part of the food technology classes</b><br>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!)                                                                                                                                      | <b>Start:</b><br><b>Review:</b> | DT lead             | 29.01.2026 –Have a map of what each class is going to grow, some linked to food technology. March will start planting. |         |

|                                                                                                                                                                                                                                                                                                                                                            |                                 |                            |                                                                                                                                                                                                                               |  |
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| <b>Start composting and food waste facilities (onsite)</b><br>To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors.<br><a href="#">Composting: How to Make a Compost Heap for Wildlife</a> | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b> |                                                                                                                                                                                                                               |  |
| <b>Weigh food waste from kitchen and plates and share results</b><br>Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage, and feed this back to your school caterer to make necessary changes to dishes/menu.                       | <b>Start:</b><br><b>Review:</b> | <b>Eco Club or year 4</b>  | 29.01.2026 – Year 4 did on sustainability day, do it every year. Plan for catering team to weigh waste every day and report back weekly weight to Sustainability Lead . Can do a visual on this and assembly to reduce waste. |  |

| TRANSPORT                                                                                                                                                                                                                                                                                                                                                          |                                 |                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
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| ACTION                                                                                                                                                                                                                                                                                                                                                             | TIMEFRAME                       | STAKEHOLDERS                | NOTES                                                                                                                                                                                                                                                                                                                                                                                                                   | TRACKER |
| <b>Conduct a staff and student travel survey</b><br>Carry out a travel survey to get an understanding of student and staff travel. 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 Sustrans or other active travel organisations.<br><a href="#">Modeshift STARS</a> | <b>Start:</b><br><b>Review:</b> | <b>Teacher in classroom</b> | 29.01.2026 – Signed up for BCC Modeshift stars for free last week. Also signed up to be a street school. Got a banner around engine idling. Use Aunty Duck resources for air pollution and schedule a visit. Eco team doing work on Transport this year.<br><br>The Auntie Duck website; <a href="#">Meet Auntie Duck – The Dog, Duck and Cat Trust</a><br><br>20.07.2026 –Modeshift approved travel plan – good level. |         |
| <b>Offer staff cycle-to-work scheme</b><br>Consult staff on commuting. Ask staff how you can best support them to reduce their commuting emissions. Explore options including cycle-to-work schemes and salary sacrifice schemes (for electric bikes or other vehicles and for annual travel passes).                                                              | <b>Start:</b><br><b>Review:</b> | <b>MAT</b>                  | 29.01.2026 – advertise to staff in their newsletter                                                                                                                                                                                                                                                                                                                                                                     |         |
| <b>Encourage staff to carpool</b><br>There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office works well!                                                                                                                                                                                                          | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b>  | 29.01.2026 – advertise to staff in their newsletter                                                                                                                                                                                                                                                                                                                                                                     |         |
| <b>Provide bicycle shelters</b>                                                                                                                                                                                                                                                                                                                                    | <b>Start:</b><br><b>Review:</b> |                             | 29.01.2026 – speak to Modeshift Stars. Also look at supermarket community grants.                                                                                                                                                                                                                                                                                                                                       |         |

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| Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear. (Modeshift Stars)                                                                                                                                                                                                  |                                 |                            |                                                                                                                                                                                                                                  |  |
| <b>Run active travel campaigns e.g. <a href="#">Modeshift STARS</a></b><br>Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b> | 29.01.2026 –70% walked, Sustrans big walk for a week in March 2026. Speak to Modeshift to see if they can do an assembly<br><br>20.07.26 – completed two walk to school initiatives, as well as Dr Bike sessions, and bling rude |  |
| <b>Monitor air quality around school</b><br>West Midlands Air Quality Sensor network is live, sign up; <a href="https://cleanair.wmca.org.uk/">https://cleanair.wmca.org.uk/</a>                                                                                                                                              | <b>Start:</b><br><b>Review:</b> | <b>Sustainability Lead</b> | Installed on Air Sensor 03.06.25<br><br>20.07.26 -started engine idling campaign.                                                                                                                                                |  |
| <b>Install EV charging points</b><br>Install EV charging points in your car park for staff or parents and charge for usage.                                                                                                                                                                                                   | <b>Start:</b><br><b>Review:</b> | <b>MAT/ Deputy Head</b>    |                                                                                                                                                                                                                                  |  |

| WASTE                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                     |                                                                                                                                                                               |         |
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| ACTION                                                                                                                                                                                                                                                                                                                                                                                                                     | TIMEFRAME         | STAKEHOLDERS        | NOTES                                                                                                                                                                         | TRACKER |
| <b>Label bins clearly</b><br>Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or have signs and resources designed for primary age and you can access food waste bin labels on <a href="#">Guardians of Grub</a> .                                                                                                                           | Start:<br>Review: |                     |                                                                                                                                                                               |         |
| <b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</b><br>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.                                                                                                                             | Start:<br>Review: | Site Manager        |                                                                                                                                                                               |         |
| <b>Education around recycling as part of assemblies or other whole school opportunities</b><br>Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies<br>Do a waste audit and encourage students to take part in the whole process. <a href="#">Wastebusters</a> have a helpful <a href="#">step-by-step guide</a> for this. | Start:<br>Review: |                     |                                                                                                                                                                               |         |
| <b>Engage with a plastic reduction campaign e.g. Surfers Against Sewage</b><br>Become a <a href="#">Plastic Free School</a> through the great campaign run by Surfers Against Sewage.                                                                                                                                                                                                                                      | Start:<br>Review: | Sustainability Lead | 29.01.2026 – Signposted pupils to do Big Plastic Count at home and then follow up with a making activity using one plastic item.<br><br><a href="#">The Big Plastic Count</a> |         |
| <b>Explore printing that can reduce paper consumption</b>                                                                                                                                                                                                                                                                                                                                                                  | Start:<br>Review: | Business Manager    |                                                                                                                                                                               |         |
| <b>Consider how to reduce the impact of 'dress up' days</b><br>Share ideas and celebrate low cost, reused and innovative costumes; encourage pooling and reusing costumes.                                                                                                                                                                                                                                                 | Start:<br>Review: |                     |                                                                                                                                                                               |         |



## 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 |
| <b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</b><br><br>Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short term, medium term and long term measures. | Start:<br>Review: |                  | 29.01.2026 – to look into |         |
| <b>Build sheltered areas on playgrounds for heat resilience</b><br><br>Use awnings/shading measures to provide adequate shelter for students on hot days.                                                                                                                                                                                                                                 | Start:<br>Review: | Business Manager |                           |         |
| <b>Install heat reflective measures in classrooms (focus on south, east and west facing)</b><br><br>Assess the need for solar shading on south/west/east-facing classrooms. 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 as well and limit light into classrooms. Funding:     | Start:<br>Review: | Business Manager |                           |         |
| <b>Conduct a heat audit of the school site checking that windows and blinds open and close.</b><br><br>Use the site team to check that all windows and blinds are operational to allow staff to control their own spaces effectively.                                                                                                                                                     | Start:<br>Review: | Site Manager     |                           |         |
| <b>Conduct a grounds audit using Ltl tool for climate resilience</b><br><br>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The <a href="#">Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds. | Completed         |                  | Completed                 |         |
| <b>Create a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall</b>                                                                                                                                                                                                                                                                   | Start:<br>Review: | Site Manager     |                           |         |

|                                                                                                                                      |  |  |  |  |
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| Ensure your site team has a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall. |  |  |  |  |
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| WATER                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                                   |                                                                  |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------|------------------------------------------------------------------|---------|
| ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TIMEFRAME         | STAKEHOLDERS                      | NOTES                                                            | TRACKER |
| <b>Implement a water usage policy</b><br>An effective water management programme in your school can help reduce water usage, associated costs and your environmental impact. Create a water usage policy and add signs above taps to ensure the policy is followed.                                                                                                                                                                                                | Start:<br>Review: | MAT                               |                                                                  |         |
| <b>Check water meter for leaks</b><br>Access a water audit from your water supplier, or use <a href="#">this resource</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.                                                                                                                                                                                                         | Start:<br>Review: | Site Manager/<br>Business Manager |                                                                  |         |
| <b>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider</b><br>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:<br>Review: | Sustainability Lead               |                                                                  |         |
| <b>Install water butts</b><br>Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours.                                                                                                                                                                                                                                                                                                                                    | Start:<br>Review: | Site Manager                      |                                                                  |         |
| <b>Consider measures to increase adaptation to flooding risks e.g. SUDS</b><br>Sustainable drainage systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. green roofs); permeable surfaces (e.g. pavements); water storage (e.g. rainwater harvesting). <a href="#">Learning through Landscapes</a> | Start:<br>Review: | LTL                               | 29.01.2026 – LTL completed in October 2025, ask if February 2026 |         |

### 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 |
| <b>Enrol with <a href="#">The Nature Park (NENP)</a></b> ★<br>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. | <b>Start:</b><br><b>01.06.25</b> | <b>Sustainability Lead</b> | 29.01.2026 – Signed up to NENP, next step: site mapping                                                                                                   |         |
| <b>Establish a gardening/ nature club</b><br>Set up a gardening club for students and consider how plants could be used and incorporated into school meals once grown to give students experience of growing their own food. Register your school with <a href="#">RHS Campaign</a> for School Gardening and receive a free welcome pack containing seeds and growing resources.                                   | <b>Start:</b><br><b>Review:</b>  |                            | 29.01.2026 – Now have a weekly garden club, now received the RHS Level one growing award. Now looking at Level 2. To consider to Wheelbarrow competition. |         |
| <b>Create outdoor learning spaces with seating, shade and suitable accessibility</b><br>Identify areas in your school grounds which could accommodate outdoor learning, ideally spaces with natural shade, space for seating and suitable access. Consider sourcing seating or other resources from recycle or swap sites.                                                                                         | <b>Start:</b><br><b>Review:</b>  |                            |                                                                                                                                                           |         |
| <b>Increase planting of available areas</b><br>Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.                                                                               | <b>Start:</b><br><b>Review:</b>  |                            |                                                                                                                                                           |         |
| <b>Have pupils carry out wildlife surveys</b><br>Conduct <a href="#">wildlife surveys</a> and <a href="#">habitat mapping</a> using the NENP resources or take part in activities such as the <a href="#">Big Birdwatch</a> with the RSPB.                                                                                                                                                                         | <b>Start:</b><br><b>Review:</b>  |                            | 29.01.2026 – Completed Big Birdwatch,                                                                                                                     |         |
| <b>Upgrade and rejuvenate your pond for pupils to use as a learning experience</b>                                                                                                                                                                                                                                                                                                                                 |                                  |                            | 20.07.26 Small pond complete                                                                                                                              |         |

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| Look into volunteer support networks, parent/ grandparents for support |  |  |  |  |
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## 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 |
| <b>Set up a sustainability working group including PTA</b><br>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.                                                                                | <b>Start:</b><br><b>Review:</b> |              |                                                                        |         |
| <b>Include a commitment to sustainability in school values statement including declaration of Net Zero aspirations</b><br>Include a commitment to sustainability in your school values and public communications, e.g. declaring a climate emergency and intention of going Net Zero.                                                                                                                | <b>Start:</b><br><b>Review:</b> |              | 29.01.2026 – Got a sustainability page, got a eco card and link to LGZ |         |
| <b>Add sustainability goals/ projects/ successes to school website</b><br>Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to <a href="#">Let's Go Zero</a> and other organisations you are engaging with. Update it with photos or student-written blogs if you can. | <b>Start:</b><br><b>Review:</b> |              | Website updated with achieved                                          |         |
| <b>Set up a sustainability award for students or classes</b><br>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. <a href="#">Eco Schools</a>                                                                                    | <b>Start:</b><br><b>Review:</b> |              |                                                                        |         |
| <b>Provide CPD opportunities for staff on sustainability</b><br>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK.<br><a href="#">MoEE</a> has also compiled a list of staff training opportunities.<br><a href="#">Carbon Literacy Training</a>                             | <b>Start:</b><br><b>Review:</b> |              |                                                                        |         |

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| <b>Staff to attend local sustainability networks &amp; events</b><br>Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the <a href="#">Let's Go Zero's webinar schedule</a> in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school. | <b>Start:</b><br><b>Review:</b> |  |  |  |
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| CURRICULUM                                                                                                                                                                                                                                                                                                                                                   |                                 |              |                                                                    |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|--------------------------------------------------------------------|---------|
| ACTION                                                                                                                                                                                                                                                                                                                                                       | TIMEFRAME                       | STAKEHOLDERS | NOTES                                                              | TRACKER |
| <b>Complete a curriculum audit &amp; incorporate sustainability</b><br><a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.                                                                                                                | <b>Start:</b><br><b>Review:</b> |              | Sustainability incorporated in Geography and Science               |         |
| <b>Create an environment where lessons can be taught outside in all subjects</b><br>Improve outdoor learning by setting up regular opportunities to learn in nature. 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> . | <b>Start:</b><br><b>Review:</b> |              | Outside learning training completed by Learning Through Landscapes |         |
| <b>Survey staff on how they feel about teaching sustainability issues</b><br>Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change.                                                                                                                    | <b>Start:</b><br><b>Review:</b> |              |                                                                    |         |

| GREEN SKILLS AND CAREERS                                                                                                                                                                       |                                 |              |       |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-------|---------|
| ACTION                                                                                                                                                                                         | TIMEFRAME                       | STAKEHOLDERS | NOTES | TRACKER |
| <b>Access the <a href="#">Climate Ambassadors</a> scheme</b><br>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school. | <b>Start:</b><br><b>Review:</b> |              |       |         |

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| <p><b>Students to participate in green careers focused events/days</b></p> <p>Investigate local university or college green careers events or connect with your local authority to find out what they could offer or help you run for your students.</p> <p>ClimateEd. Free climate workshops for years 5 and 6 (primary school). The programme addresses key areas of carbon emissions and reduction including transport, food and general consumption and children are helped to find solutions that they can take at home to tackle climate change. The children learn practical skills like measuring a carbon footprint, thinking critically about social and environmental issues, and debating and making reasoned arguments</p> <p>The programme therefore aligns well with citizenship aspects of the curriculum.</p> <p><a href="#">Climate Workshops</a>   <a href="#">Climate Ed</a>   <a href="#">UK</a></p> | <p><b>Start:</b></p> <p><b>Review:</b></p> |  | <p>Year 4 received Climate Training Workshops</p> |  |
| <p><b>Provide opportunities within &amp; outside for all students to take leadership on sustainability</b></p> <p>Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.</p> <p>Birmingham outreach program. Arrange a:</p> <ul style="list-style-type: none"> <li>· Campus visits (years 7-13) in relation to sustainable energy</li> <li>· School speaker (years 7-13) in relation to How Chemical Engineers can save the world &amp; Green energy</li> </ul> <p>For more information or to discuss your requirements, please email <a href="mailto:epsoutreach@contacts.bham.ac.uk">epsoutreach@contacts.bham.ac.uk</a>.</p>                                                                                                                                                                                          | <p><b>Start:</b></p> <p><b>Review:</b></p> |  |                                                   |  |
| <p><b>Students should calculate their carbon footprints</b></p> <p>Get students to learn what their environmental impact is via the <a href="#">WWF Footprint Calculator</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Start:</b></p> <p><b>Review:</b></p> |  |                                                   |  |



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Ashden is registered in England and Wales as a company limited by guarantee.  
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