

Note: This document is designed for use in a Let's Go Zero workshop with guidance from a Climate Action Advisor. You will need to add/remove actions during the workshop to make this plan bespoke to your setting.

'S GO

# Climate Action Plan

## Indian Queens School

1 year plan Autumn 2025 – 2026

**ZERO**  
**2030**

### Progress Key

Not Started

In Progress

Your school's carbon baseline: 265.39 t CO<sub>2</sub>e Calculation: November 2025

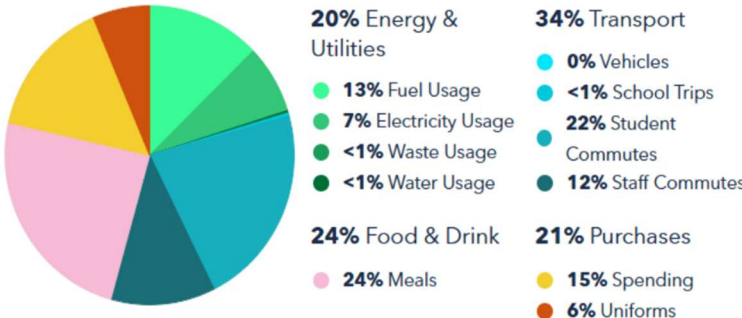
Complete

★ = high carbon reduction actions



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### RECOMMENDED FIRST STEP


| ACTION   | NOTES  | TRACKER |
|--|--|---------|
| <p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b></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>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's <a href="#">Sustainability and Climate Change Strategy</a>, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p><b>Calculating your carbon footprint is a great first step on your decarbonisation journey.</b> It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p> <p><b>If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.</b></p> |         |

| GET STARTED   |   |  |  |         |
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| 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.   | <b>Start: Sept 25</b><br><b>Review: Sept 26</b> | <b>M Smith</b>                             | <ul style="list-style-type: none"> <li>- Posters displayed to encourage saving energy</li> <li>- Addressing heating</li> <li>- Turning off switches – staff/children</li> </ul>                              |         |
| <b>Set up a sustainability working group</b><br>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.                                      | <b>Start: Sept 25</b><br><b>Review: Sept 26</b> | <b>M Harding</b><br><br><b>Eco Council</b> | <ul style="list-style-type: none"> <li>- Eco Champions selected</li> <li>- Will and Helen visited</li> <li>- Count Carbon filled out and submitted x2</li> <li>- Invite hub councillor (C Brewer)</li> </ul> |         |
| <b>Add sustainability plans, projects and successes to your school website and share through wider communications</b><br>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. | <b>Start: Nov 25</b><br><b>Review: Nov 26</b>   | <b>M Harding</b>                           | Promoting biodiversity of pond area<br><br>Outdoor Education Area development – tree planting (willow sculpture)<br><br>Celebrate competition winners in Assemblies  |         |

NB. Carbon Neutral Cornwall have a brilliant [Schools Net Zero Tool Box](#) with lots of local resources signposted

# 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 |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |   |   |  |         |
| <b>Install a smart meter</b><br>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> .  | <b>Start: Sept 25</b><br><b>Review: Sept 26</b> | <b>J Norton (Caretaker)</b><br><br><b>SLT</b> | Energy Sparks notifications of energy use (spikes for morning cleaners and cooking for lunch).   |         |
|  <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b><br><br>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> . | <b>Start: Dec 25</b><br><b>Review: Dec 26</b>   | <b>SLT</b><br><br><b>Eco Council</b>          | There are some resources and activities around this on the Energy Sparks website <a href="#">here</a> .<br><br>Check the timings of the underfloor heating – can usually be switched off by lunchtime at the latest, as it takes a long time to cool down.<br><br>Only heat when people are in school. <ul style="list-style-type: none"> <li>- Consult J Norton about use</li> <li>- Eco Council to monitor Energy Sparks reports.</li> </ul> |         |
| <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 most existing radiators.   | <b>Start:</b><br><b>Review:</b>                 |   |  |         |
| <b>Investigate the potential for solar panels</b>  | <b>Start: Dec 25</b><br><b>Review: Dec 26</b>   | <b>Aspire Premises</b>                        | Solar panels fitted – monitor amount produced.   |         |

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| Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> . |  |  | Look into adding additional panels. |  |
|  |  |  |                                     |  |

| ENERGY – BEHAVIOURAL CHANGE   |   |  |   |         |
|---|---|--|---|---------|
| ACTION  | TIMEFRAME                                       | STAKEHOLDERS                           | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |   |  |   |         |
| <b>Incentivise students to address energy usage</b><br>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. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils. | <b>Start: June 25</b><br><b>Review: Sept 26</b> | <b>Eco Council</b><br><b>SLT</b>       | Energy Sparks have some good ideas and examples <a href="#">here</a> .<br>Energy audit worksheets <a href="#">here</a> and <a href="#">here</a> .<br>Competitions to raise awareness. |         |
| <b>Take part in a switch off campaign</b><br>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.  | <b>Start: Sept 25</b><br><b>Review: Sept 26</b> | <b>Eco Council</b>                     | Regular sweeps to switch off lights/screens in breaks.<br>Red and green stickers on switches.   |         |
| <b>Monitor energy use on a regular basis through dedicated platforms</b>  | <b>Start: Sept 25</b><br><b>Review: Sept 26</b> | <b>M Harding</b><br><b>Eco Council</b> | -Eco Council to analyse reports and look at savings   |         |

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| 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 you are already sending your energy data to your provider, get in touch with them and ask them for access. |                                 |  | <p>Energy Sparks report average savings for secondary schools in 23/24 of £21,0000 per year.</p> <p>Energy Sparks report average savings for primary schools in 23/24 of £5,000 per year.</p> <p>There is a pupil dashboard so students can get involved with monitoring and understanding energy usage, bills, and savings.</p> <p>Energy Sparks host regular <a href="#">online induction sessions</a> for different roles within schools to ensure that schools can maximise their use of the platform.</p> |  |
| <b>Implement a power down strategy for electrical devices and appliances</b><br><br>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.   | <b>Start:</b><br><b>Review:</b> |  | Energy Sparks have some <a href="#">editable checklists</a> you can use to create end of day/week/term checklists for classrooms and other areas   |  |
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| FOOD   |   |                                 |  |         |
|--|---|---------------------------------|--|---------|
| ACTION   | TIMEFRAME                                     | STAKEHOLDERS                    | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |   |                                 |  |         |
| <b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b><br><br>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to <a href="#">ProVeg</a> for a free menu consultation / advice on this. Engaging your catering team or provider with this is a | <b>Start: Jan 25</b><br><b>Review: Jan 26</b> | <b>Aspens</b><br><br><b>SLT</b> | <ul style="list-style-type: none"> <li>- Promote meat free meals</li> <li>- Assemblies to promote meat free meals</li> </ul> |         |

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| great way to bring them on board with your sustainability efforts.  |   |                                 |  |  |
| <b>Increase the number of planet friendly, meat-free options on offer every day</b><br>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!   | <b>Start: Dec 25</b><br><b>Review: Dec 26</b> | <b>Aspens</b><br><br><b>SLT</b> | - Discussion with Aspens about vegetarian options and making vegetarian options more exciting. |  |
| <b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</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. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further. | <b>Start:</b><br><b>Review:</b>               |                                 |  |  |
| <b>Start or improve composting and food waste facilities on-site</b><br>Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.  | <b>Start: Dec 25</b><br><b>Review: Dec 26</b> | <b>SLT</b>                      | - Wormery to be purchased and set up for food waste  |  |
|   |   |                                 |  |  |

**NB. Riverford's [Chefs in Schools campaign](#) offers fully funded training course for schools across the southwest**

| PROCUREMENT  |  |                            |   |         |
|--|--|----------------------------|---|---------|
| ACTION   | TIMEFRAME                                    | STAKEHOLDERS               | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |  |                            |   |         |
| <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. Make sure to include PE kit too!</p> | <p>Start: Sept 25</p> <p>Review: Sept 26</p> | M Smith                    | <p>Online platforms such as <a href="#">Uniformd</a> and <a href="#">Uniformerly</a> can increase uptake of second-hand uniform by making it more convenient for families to access.</p> <ul style="list-style-type: none"> <li>- Second hand uniform available in the school office – rack purchased to promote</li> <li>- Expand to PE kit being available</li> </ul> |         |
| <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, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</p>  | <p>Start: Sept 25</p> <p>Review: Sept 26</p> | SLT                        | <ul style="list-style-type: none"> <li>- To look into limiting embroidery to school badge.</li> <li>- Sports kits funded by local businesses and to be reused - bags</li> </ul>   |         |
| <p><b>Follow sustainable practices when choosing products</b></p> <p>This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement</p>   | <p>Start:</p> <p>Review:</p>                 |                            | <p>There is an example Sustainable Procurement Policy from Our Schools Our World Suffolk here: <a href="#">Microsoft Word - Sustain. procurement 2021.doc</a></p> <p>And some other information here: <a href="#">Procurement – Our Schools, Our World</a></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</p>   | <p>Start: Dec 25</p> <p>Review: Dec 26</p>   | <p>SLT</p> <p>J Norton</p> | <ul style="list-style-type: none"> <li>- Discussions about energy rating for devices balanced against cost before purchases made.</li> </ul>  |         |

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| appliances that are the highest efficiency rating for that product. |  |  |  |  |
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| WASTE   |   |                 |   |         |
|---|---|-----------------|---|---------|
| ACTION  | TIMEFRAME                                     | STAKEHOLDERS    | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |   |                 |   |         |
| <b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b><br><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.   | <b>Start: Dec 25</b><br><b>Review: Dec 26</b> | SLT ECO Council | <ul style="list-style-type: none"> <li>- Assemblies to promote recycling</li> <li>- Eco Council and SLT to look at what's being thrown away</li> </ul>  |         |
| <b>Provide students with education on the importance of reducing, reusing and recycling correctly</b><br>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. | <b>Start: Dec 25</b><br><b>Review: Jan 25</b> | SLT             | <a href="#">Cornwall energy recovery centre (St Austell)</a> offer <a href="#">free visits</a> for schools – school visit<br><ul style="list-style-type: none"> <li>- School visit to Recycling Centre</li> </ul> Incorporate recycling bin checks into your 'energy/eco champions' initiative.<br>Devon CC have a very helpful 'recycle zone' website with free to access resources for schools around the country. This is their ' <a href="#">Recycling at School</a> ' resource with some useful ideas.<br>Waste audit resources<br>- WRAP have resources for school waste audits <a href="#">here</a> .<br>- Green Schools Ireland have a resource <a href="#">here</a> and <a href="#">here</a><br>- Wigan Council have a school waste audit worksheet <a href="#">here</a> |         |

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|   |   |               | <p>Work with students to explore how this can be encouraged/incentivized?<br/>Can the students make some videos/reels?<br/>Can this be made into a house/year group competition?</p> <p><b>Biffa</b><br/>Education resources and workshops – info <a href="#">here</a></p> <p><b>Secondary resources:</b> . <a href="#">Power of 10 have some secondary appropriate resources</a> (need to create free account).</p> |  |
| <p><b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b></p> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.</p>   | <p><b>Start:</b><br/><b>Review:</b></p>               |               | <p>The Beach Guardian offer <a href="#">free assemblies and workshops for Cornwall schools</a></p> <p><a href="#">Final Straw Cornwall</a> run regular beach cleans</p> <p><a href="#">Plastic Clever Schools</a> also have some great resources to support schools to reduce single use plastic, and an award for participating schools.</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: Oct 25</b><br/><b>Review: Oct 26</b></p> | <b>Aspire</b> | <ul style="list-style-type: none"> <li>- Marketplace available for swapping furniture</li> </ul>   |  |
|   |   |               |  |  |

| TRANSPORT  |                                 |              |  |         |
|--|---------------------------------|--------------|--|---------|
| ACTION   | TIMEFRAME                       | STAKEHOLDERS | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |                                 |              |  |         |
| <b>Run active travel campaigns</b><br>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. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these. | <b>Start:</b><br><b>Review:</b> |              |  |         |
| <b>Develop an active travel plan</b><br>Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.  |                                 | SLT          | Cornwall Council and Sustrans have created a great guide <a href="#">here</a><br><br>Hawkesbury School have a lovely ' <a href="#">active travel</a> ' <a href="#">page on their website</a> with an active travel map and additional information. This has been developed with Modeshift STARS.<br><br>Bike buses are parent-led initiatives that run weekly (or less regular) bike rides along a designated route, picking up children along the way. They can increase cycling confidence and are an effective way of highlighting the need for better cycling infrastructure. Info and resources <a href="#">here</a> , and <a href="#">here</a> |         |
| <b>Provide cycle proficiency lessons in school</b><br>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a> . Your local authority should be able   | <b>Start:</b><br><b>Review:</b> |              |  |         |

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| to support you to get signed up (check with your local travel or road safety officer).                                      |                                 |  |  |  |
| <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> |  |  |  |
|   |                                 |  |  |  |

## 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 |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |   |                 |  |         |
| <b>Conduct a climate resilience audit</b><br>Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.                         | <b>Start:</b> Jan 26<br><b>Review:</b> Jan 26 | SLT<br>J Norton | <ul style="list-style-type: none"> <li>- Run audit to check around school</li> <li>- Survey to get pupil opinions</li> </ul> |         |
| <b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b><br>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. Consider adopting | <b>Start:</b> Feb 26<br><b>Review:</b> Feb 26 | SLT             | <ul style="list-style-type: none"> <li>- Create a heatwave policy to address issues for the summer</li> </ul>                |         |

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| the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.  |                                 |  |  |  |
| <b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b><br>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 CO <sub>2</sub> levels using devices.   | <b>Start:</b><br><b>Review:</b> |  |  |  |
| <b>Consider measures to increase adaptation to flooding risks</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). | <b>Start:</b><br><b>Review:</b> |  |  |  |
|  |                                 |  |  |  |

| WATER  |                                 |              |       |         |
|--|---------------------------------|--------------|-------|---------|
| ACTION   | TIMEFRAME                       | STAKEHOLDERS | NOTES | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |                                 |              |       |         |
| <b>Check site for leaks using your water meter</b><br>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. | <b>Start:</b><br><b>Review:</b> |              |       |         |

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| <b>Raise awareness around water consumption and efficiency</b><br><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.  | <b>Start: Mar 26</b><br><b>Review: Mar 27</b> | <b>SLT</b><br><br><b>Eco Council</b> | South West Water offer <a href="#">free lessons and workshops</a> .<br><br>-Assemblies about reducing water – posters to encourage  |  |
| <b>Install water butts to harvest rainwater</b><br><br>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.  | <b>Start: Feb 26</b><br><b>Review: Mar 27</b> | <b>SLT</b><br><br><b>FoS</b>         | Your water company might provide one?<br>Or ask parents and wider school community if anyone has one they are happy to donate.<br><br>Friends of the School to provide water butts on Outdoor Education Area. |  |
| <b>Install mechanisms to reduce water wastage</b><br><br>At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations. | <b>Start:</b><br><b>Review:</b>               | <b>J Norton</b>                      | <ul style="list-style-type: none"> <li>- Look into water wastage measures.</li> <li>- Low flow mechanisms</li> </ul>  |  |
|   |   |                                      |   |  |

### 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 |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |   |                                    |   |         |
| <b>Take part in <a href="#">The Nature Park</a></b><br><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. | <b>Start: Jan 26</b><br><b>Review: Jan 27</b> | <b>E Langdon</b><br><br><b>SLT</b> | The South West now has two National Education Nature Park reps who can help you navigate the website and resources and provide additional support and ideas.<br>The contact email is southwestnaturepark@rhs.org.uk<br><br>- Register for Nature Park   |         |
| <b>Establish a gardening/nature club</b><br>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.  | <b>Start: Oct 25</b><br><b>Review: Oct 26</b> | <b>E Langdon</b>                   | Outdoor Learning Club introduced – planting priority.   |         |
| <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><br>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.                                       | <b>Start: Jun 25</b><br><b>Review: Jun 26</b> | <b>SLT</b>                         | <a href="#">Cornwall Climate and Nature Fund</a> has grants to match fund up to £5000<br><br>The <a href="#">Forest for Cornwall Programme</a> can support and advise with tree planting<br><br>The Eden Project have a <a href="#">whole host of lesson plans</a> and you can book trips to visit<br>-Pond development – slabs, fence, diversity<br><br>-Look into wildflowers |         |
| <b>Create accessible outdoor spaces that enable students to connect with nature</b>  | <b>Start: Jun 25</b><br><b>Review: Jun 26</b> | <b>SLT</b>                         | - Increase accessibility for all children<br>- Compost toilets  |         |

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| Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access. |  |  | - Adding PV to Outdoor Classroom |  |
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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

NB. [Green Charter for schools in Cornwall & the Isles of Scilly](#)

| CULTURE   |                                   |                              |   |         |
|---|-----------------------------------|------------------------------|---|---------|
| ACTION  | TIMEFRAME                         | STAKEHOLDERS                 | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |                                   |                              |   |         |
| <b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b><br>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.  | Start: Sept 25<br>Review: Sept 26 | M Harding<br><br>Eco Council | <ul style="list-style-type: none"> <li>- Badges purchased</li> <li>- Assemblies and competitions</li> <li>- School Parliament Environment Ministry</li> </ul> |         |
| <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.  | Start: Dec 25<br>Review: Dec 26   | M Harding<br><br>Eco Council | <ul style="list-style-type: none"> <li>- Meetings to decide on sustainability award – recycling/lights off etc.</li> </ul>                                    |         |
| <b>Provide CPD opportunities for staff on sustainability</b><br>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely. | Start: Feb 25<br>Review: Feb 25   | SLT<br><br>M Gorley          | <ul style="list-style-type: none"> <li>- Local area history CPD – places to visit – biodiversity and nature</li> </ul>  |         |
| <b>Support your 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.   | Start:<br>Review:                 |                              |   |         |

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| You can include the Let's Go Zero <a href="#">webinar schedule</a> in your CPD offer plus events from <a href="#">UKSSN</a> , <a href="#">National Education Nature Park</a> and other offers local to your school. |  |  |  |  |
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| CURRICULUM   |   |                 |   |         |
|--|---|-----------------|---|---------|
| ACTION   | TIMEFRAME                                     | STAKEHOLDERS    | NOTES   | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>  |   |                 |   |         |
| <b>Complete a curriculum audit</b><br>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. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.   | <b>Start: Jul 25</b><br><b>Review: Jul 26</b> | Teaching staff  | <b>Primary:</b><br>Down Ampney school in Cirencester have a great example of how they have included sustainability into their curriculum – it's on their website <a href="#">here.</a><br><br><a href="#">Natural Curriculum</a> have some lovely Morning Starters and other curriculum resources using nature.<br><br>-Meeting to incorporate sustainability links into lessons. |         |
| <b>Amend your curriculum to incorporate sustainability</b><br>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. | <b>Start:</b><br><b>Review:</b>               |                 |   |         |
| <b>Survey staff on how they feel about teaching sustainability issues</b><br>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed.  | <b>Start: Jan 25</b><br><b>Review: Jan 26</b> | CPD Session SLT | - Session to talk about how to include sustainability in school activities  |         |

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| This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.  |                                   |                      |  |  |
| <b>Create an environment where lessons can be taught outside in all subjects</b><br><br>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> . | Start: Sept 25<br>Review: Sept 26 | E Langdon<br><br>SLT | <ul style="list-style-type: none"> <li>- CPD for staff to consider outdoor learning</li> <li>- Increase time spent at the pond</li> <li>- Lessons designed to be performed using the Outdoor Education Area</li> </ul> |  |
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| GREEN SKILLS & CAREERS  |                                 |              |  |         |
|---|---------------------------------|--------------|--|---------|
| ACTION  | TIMEFRAME                       | STAKEHOLDERS | NOTES  | TRACKER |
| <i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>   |                                 |              |  |         |
| <b>Access the <a href="#">Climate Ambassadors scheme</a></b><br><br>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.   | Start:<br>Review:               |              |  |         |
| <b>Include green skills as part of careers guidance</b><br><b>Integrate green skills and career pathways in school career fairs</b><br><br>Engage with the National Education Nature Park <a href="#">Green Skills framework</a> for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical). | Start: Feb 25<br>Review: Feb 26 | J Baines     | Primary<br>Earth Cubs 'What are Green Jobs?'<br><br>Twinkl <a href="#">Green Skills and Careers resources</a><br><br>- Incorporate 'Green' careers into 'Future Friday' events learning about careers for the future.<br><br>Secondary |         |

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|   |   |                                      | <a href="#">WWF Sustainable Futures Green Futures - Curiosity Connections</a> .<br>Resources and workshops for schools in the West of England.<br>Power of 10 has a good ' <a href="#">Careers Guide Book</a> ' for <a href="#">schools</a> (free account creation needed)<br><br><b>General</b><br>Climate Ikigai is a nice concept – encouraging pupils (and adults!) to think about: what they love doing; what they're good at; what the world needs – <a href="#">more info here</a> . |  |
| <b>Invite inspirational green careers speakers in to speak to pupils</b><br><br>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. | <b>Start:</b><br><b>Review:</b>               |                                      |   |  |
| <b>Provide opportunity for all pupils to take leadership on sustainability</b><br><br>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.   | <b>Start: Mar 25</b><br><b>Review: Mar 26</b> | <b>Eco Council</b><br><br><b>SLT</b> | Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a><br><br><ul style="list-style-type: none"> <li>- Extend provision for each class to take responsibility for energy use (turning off) – Eco Council to talk to classes and pick monitors</li> <li>- Outdoor Education Club to identify projects</li> <li>- Set up animal/pond monitors</li> </ul>  |  |
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