

Climate Action Plan

Newbold CofE Primary School

1 year plan Summer 2025 – 2026

Carbon baseline: 46.69 tCo2e Calculation: 18.03.2025

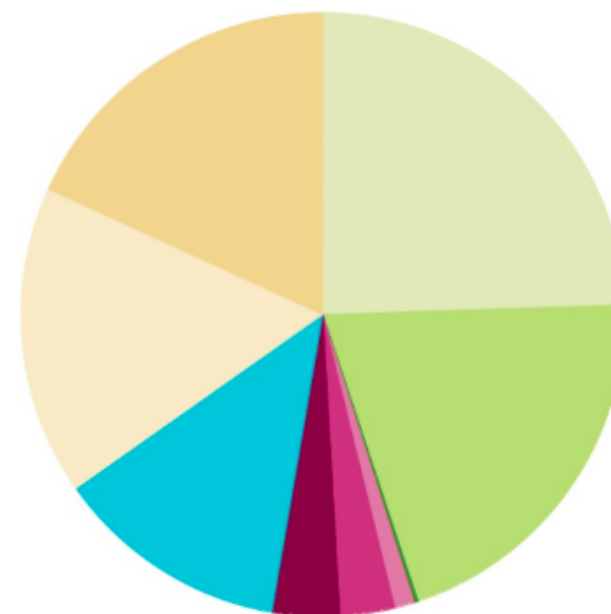


GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	Start: Autumn 2024 Review: Autumn 2026			Action completed.
Calculate your school's carbon footprint using Count Your Carbon★ This free digital tool allows you to calculate the carbon footprint for your educational setting.	Start: March 2025 Review: March 2026			Baseline calculation completed using 2024 data. See results below.
Sign up to the Sustainability Support for Education 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.	Start: June 2025 Review: June 2026			

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 46.69 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	11.4	24%
	Electricity Usage	9.5	20%
	Waste Usage	0	0%
	Water Usage	0.1	<1%
Transport	Vehicles	0	0%
	School Trips	0.5	1%
	Student Commutes	1.4	3%
	Staff Commutes	1.7	4%
Food & Drink	Meals	5.8	13%
Purchases	Spending	7.7	17%
	Uniforms	8.6	18%



*'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.

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
Take part in a switch off campaign ★ 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).	Start: Autumn 2025 Review: Autumn 2026	All	To be driven by staff and school council after initial assembly in the Autumn term	
Monitor energy use on a regular basis through platforms such as Energy Sparks Sign up to Energy Sparks . This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.	Start: Summer 2025 Review: Summer 2026			
Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.	Start: Autumn 2024 Review: Autumn 2026		Hot water heaters are timed for use in school term time and the heaters in the mobile are also timed to switch off when school is closed. New boiler drops to tick over when school is not open.	
Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.	Start: Autumn 2024 Review: Autumn 2026		This was actioned following a new boiler in Autumn 2024	
Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to	Start: Summer 2025 Review: Summer 2026			

control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.				
Incentivise students to address energy usage eg Energy Champions initiative 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.	Start: Autumn 2025 Review: Autumn 2025		To link with switch off campaign with School council to lead.	
Introduce a school policy around lighting use 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.	Start: Autumn 2025 Review: Autumn 2026		All school having new LED lighting in Summer 2025	
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.	Start: Autumn 2024 Review: Summer 2026		Already in practice	
Ensure your hot water system has efficient timings and temperature set Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.	Start: Autumn 2024 Review: Autumn 2026		School uses heaters that heat at point of use. These are not active when school is shut.	
Power down strategy for appliances (fridges and freezers over holidays) Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.	Start: Summer 2025 Review: Summer 2026		Kitchen freezers to be reduced to house essentials and other devises cleaned and emptied for the summer holidays	
Provide catering staff induction on energy efficiency	Start: Summer 2025			

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.	Review: Summer 2026			
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ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Install a smart meter 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	Start: summer 2025 Review: Summer 2026		Electricity already has a metre. Asking Water supplier about the water.	
Install LED lighting 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%.	Start: Summer 2025 Review: Summer 2026		All lights replaced Summer 2025	
Install timer-controlled electric switches e.g. laptop charging banks to reduce energy required to charge or laptop updates overnight Using timer-controlled switches on laptop charging banks to charge them overnight will allow you to take advantage of the cheapest energy rates, while also saving energy by limiting the length of time they are drawing power.	Start: Autumn 2025 Review: Autumn 2026		Charging stations are already charging at night.	
Insulate your building Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.	Start: Summer 2025 Review: Summer 2027		Roofs in half the school to be insulated Autumn 2025 the other half Autumn 2026. Mobile roof 2027.	
Draught proof areas around doors and windows 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.	Start: Summer 2025 Review: Summer 2026		Following the replacement of windows in the mobile summer 2025 all windows are now double glazed. All external doors have draught excluders.	
Double glaze all windows where possible Replace any single glazed windows with double glazing or add secondary glazing to enhance energy efficiency, save money, reduce external noise and create a more accessible learning environment.	Start: Summer 2025 Review: Summer 2026		Following the replacement of windows in the mobile summer 2025 all windows are now double glazed	

Insulate hot-water pipes Insulating bare heating pipes will reduce heat loss by between 50% and 70%.	Start: Summer 2025 Review: Summer 2026		All pipes are insulated. Premises officer to check if any insulation needs replacing.	
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Consider carbon footprint and environmental practices of the services/companies you use Develop a Sustainable Procurement policy or strategy.	Start: Autumn 2025 Review: Autumn 2026			
Include sustainability as part of your criteria for procurement This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste. This action can follow the development of a sustainable procurement policy.	Start: Summer 2024 Review: Summer 2026		Followed where ever possible but sometimes price prohibited.	
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases) Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. choosing only appliances that are the highest efficiency rating for that product.	Start: Summer 2025 Review: Summer 2026			
Replace ICT equipment that is at end of life with energy-efficient alternatives Purchase new IT equipment based on energy efficiency ratings and considering buying second hand and refurbished IT equipment to lower the cost and carbon footprint. School Resources Exchange could be a good platform to find second hand school supplies.	Start: Summer 2025 Review: Summer 2026		Where financially possible	
Switch to recycled or sustainably sourced paper 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.	Start: Summer 2025 Review: Summer 2026		Where financially possible	

Reduce branding on uniform and school items Reduce the number items that require school branding or special school colours, and/or set clothing procurement CO2 limits on embroidery and personalisation.	Start: Autumn 2024 Review: Summer 2026		Only jumpers and sports T shirts are branded and this is not compulsory Plain jumpers and T shirts can be worn.	
Reuse school uniform and PE kit through a uniform exchange Set a target of reusing a specific number of uniform and PE items each year through your Uniform Exchange	Start: Summer 2025 Review: Summer 2026		Parents donate pre- loved uniform to school. School lists this on the web site, for parents to ask for. .	
Incentivise donations to and acquiring uniform / PE kit through the uniform exchange This requires communication to the wider school community and putting systems in place to get uniform / PE kits from school leavers so that families can exchange good-condition school uniforms/equipment, that would otherwise end up in landfill or unused.	Start: Summer 2025 Review: Summer 2026		Communications sent out to children leaving about donating uniform.	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Increase meat-free offer on multiple days or number of meat-free options 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.	Start: Summer 2025 Review: Summer 2026		Currently two meat free days in the week.	
Arrange a menu consultation through external organisation, e.g. ProVeg 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 mailto:schools@proveg.org for a menu consultation and advice on improving the planet friendly options.	Start: Summer 2025 Review: Summer 2026		Menus discussed with Local Authority meals service.	
Reduce the quantity of meat in meat based meals 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.	Start: Summer 2025 Review: Summer 2026		Alternatives used for Bolognese.	

Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies. Canteen to Classroom also has free, ready made teaching resources available.	Start: Summer 2025 Review: Summer 2026		Included in PSHE Healthy eating	
Incorporate plant-based foods as a theme as part of the food technology classes Build planet-friendly considerations into food tech including vegan cooking and produce that is locally grown. (This is also more accessible for students with dairy intolerances, as a bonus!)	Start: Summer 2025 Review: Summer 2026		Included in PSHE Healthy eating	
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.	Start: Summer 2025 Review: Summer 2026		All food waste now collected in separate bins	
Weigh food waste from kitchen and plates and share results 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.	Start: Summer 2025 Review: Summer 2026		Actioned by School council	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Develop an active travel plan Register for ModeShift STARS to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.	Start: Summer 2025 Review: Summer 2026		Review has been done with the children, assemblies and PSHE to encourage children to walk to school.	
Provide cycle proficiency lessons in school e.g. Bikeability	Start: Autumn 2025 Review: Summer 2026		Two staff trained on bikeability and regular bike sessions for EYFS and KS1.	

Host cycling proficiency lessons in your school grounds, such as Bikeability. You can book these via Choose How You Move website.				
Run active travel campaigns 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.	Start: Summer 2025 Review: Summer 2026		Review has been done with the children, assemblies and PSHE to encourage children to walk to school.	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Start recycling and/ or expand to other materials Organise for recyclable, food and general waste to be collected separately. This should reduce overall waste cost as general waste is generally more costly compared to recycling or anaerobic digestion processing costs.	Start: Summer 2024 Review: Summer 2026		All materials in school recycled. Labelled bins provided for; Food, Paper, Plastic, Metal. All bins are labelled and in key areas of school.	
Label bins clearly Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub .	Start: Summer 2024 Review: Summer 2026		All materials in school recycled. Labelled bins provided for; Food, Paper, Plastic, Metal. All bins are labelled and in key areas of school.	
Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom. 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: Summer 2024 Review: Summer 2026		All materials in school recycled. Labelled bins provided for; Food, Paper, Plastic, Metal. All bins are labelled and in key areas of school.	
Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	Start: Summer 2024 Review: Summer 2026		Two assemblies in Year 2024/2025 on climate footprint KS2 and Recycling for all. These will be repeated in "025/2026. Also included in PSHE and Votes for Schools and Young leaders.	
Establish procedures for the reuse of school supplies.	Start: Summer 2024 Review: Summer 2026		Already review what can be reused, Exercise books are not replaced at the end of the year.	

For example, have a sorting procedure before the end of summer term. See what supplies can be re-used. Any unwanted items can be donated or sold via School Resources Exchange , for example.				
Consider sustainable practices when disposing of E-waste e.g. Air Ambulance Ensure you are complying with sustainable practices when disposing of E-waste. For example, The Air Ambulance Service can arrange a free collection of surplus IT Equipment, data-wipe it, and then sell it on.	Start: Summer 2024 Review: Summer 2026		Autumn assemblies for Air ambulance, children and parents signposted to local branch.	

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
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.	Start: Summer 2025 Review: Summer 2026		School has a heat wave policy.	
Conduct a grounds audit using LtL tool for climate resilience Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Summer 2025 Review: Summer 2026		Some of this is covered by Health and safety regular audits, and maintenance is on-going. Planting is considered.	
Ensure all classrooms have sufficient ventilation and monitor CO2 levels Ensure windows and vents can remain open to ventilate rooms and monitor CO2 levels using devices.	Start: Summer 2025 Review: Summer 2026		All rooms have external windows that open, all classrooms have CO2 monitors.	

Build sheltered areas on playgrounds / outdoor learning areas for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days.	Start: Summer 2025 Review: Summer 2026		All rooms have thermal blinds and a gazebo has been ordered for open play area.	
Install heat reflective measures in classrooms (focus on south, east and west facing) 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.	Start: Summer 2025 Review: Summer 2026		All rooms have thermal blinds	
Create a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall Ensure your site team has a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall.	Start: Summer 2025 Review: Summer 2026		Included in maintenance	
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow.	Start: Summer 2025 Review: Summer 2026		Staff training	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Implement a water usage policy 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: Summer 2025 Review: Summer 2026		Order signs to save water and plan assembly on water usage.	
Arrange for a water audit from your local provider Access a water audit from your water supplier, or use this resource 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: Summer 2025 Review: Summer 2026		Register for free water audit for your school with Severn Trent Water. Email supporting-businesses@severntrent.co.uk or complete the online form (for Business, enter 'school' and for employees enter 'pupils and staff') Business water form Get in touch Severn Trent Water (stwater.co.uk)	

Install systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (toilets with half-flush settings) 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.	Start: Summer 2025 Review: Summer 2026		Toilets already half flush controlled.	
Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider 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: Summer 2025 Review: Summer 2026		Workshops and visits Education Zone About Us Severn Trent Water	
Consider measures to increase adaptation to flooding risks e.g. SUDS 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: water storage (e.g. rainwater harvesting via water butts), greening (e.g. green roofs); permeable surfaces (e.g. pavements).	Start: Summer 2025 Review: Summer 2026		Investigate water butts.	

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
Enrol with The Nature Park (NENP) ★ 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.	Start: Summer 2025 Review: Summer 2026		Community gardening afternoon mapped the biodiversity of the school grounds. Charity funding applied for planters and plants are being sourced from local providers to increase flowers for pollinators'	

Map the biodiversity of your school estate Resources are available on the NENP site on how to do this. Get your pupils involved in the mapping activity and add your site boundary to the National Education Nature Park map .				
Use eco friendly cleaning products Once current cleaning products are finished, replace any cleaning products with eco-friendly versions. This may need to be an ongoing conversation with your cleaning company.	Start: Summer 2025 Review: Summer 2026		Where possible	
Establish a gardening/ nature club 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 RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.	Start: Summer 2025 Review: Summer 2026			In progress
Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants e.g. Finding funding Education Nature Park	Start: Summer 2025 Review: Summer 2026		Bird boxes in school and bug hotels	In progress
Train site manager in benefits of ecofriendly estate management practices e.g. no pesticides and herbicides Speak to your contracted estate management team or your site manager, if appropriate, about sustainable estate management practices. This can include avoiding the use of pesticides and herbicides as well as taking up no-mow practices in agreed areas.	Start: Summer 2025 Review: Summer 2026			In Progress
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.	Start: Summer 2025 Review: Summer 2026			

4. Climate Education, Green Skills and Green Careers

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

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Set up a sustainability working group including PTA 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'.	Start: Summer 2025 Review: Summer 2026			
Add sustainability goals/ projects/ successes to school website 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 Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.	Start: Summer 2025 Review: Summer 2026			
Develop a communications strategy that shares sustainability goals more widely Develop a communications strategy to share the great work you are doing with the community, e.g. photo diary of plants grown in gardening club or pond, wildflower or no-mow zones. Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get your wider community involved.	Start: Summer 2025 Review: Summer 2026			
Ensure that policies and procedures are reviewed with sustainability as a criteria across all areas Check your policy and procedures review schedule. When reviews are happening, include a statement of intent for sustainability on all policies if appropriate to do so. Your Let's Go Zero Climate Action Advisor can share example statements to use on Curriculum Subject policies, procurement policies and more.	Start: Summer 2025 Review: Summer 2026			
Appoint a sustainability lead with sufficient PPA and support	Start: Summer 2025 Review: Summer 2026		SJH is appointed sustainability lead at Newbold CofE Primary.	Action completed.

Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy . Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.				
Appoint a sustainability focused Governor Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.	Start: Summer 2025 Review: Summer 2026			
Set up a sustainability award for students or classes 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: Summer 2025 Review: Summer 2026			
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK. (Ask your Climate Action Advisor whether they're able to deliver this 3 hour session with up to 7 staff for free). MoEE has also compiled a list of staff training opportunities.	Start: Summer 2025 Review: Summer 2026			Include in Inset
Encourage staff to attend local sustainability networks & events Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero's webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.	Start: Summer 2025 Review: Summer 2026			

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit & incorporate sustainability Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this. Down Ampney Primary's curriculum is also a good example of how sustainability can be integrated across all subjects.	Start: Summer 2025 Review: Summer 2026			
Share best practice and ideas internally	Start: Summer 2025			

Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.	Review: Summer 2026			
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GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	Start: Summer 2025 Review: Summer 2026			
Provide opportunities within & outside for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	Start: Summer 2025 Review: Summer 2026		Through School Council	
Get students to calculate their carbon footprints Get students to learn what their environmental impact is via the WWF Footprint Calculator	Start: Summer 2025 Review: Summer 2026		During ICT	



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