

# Climate Action Plan

## Grimsargh St Michael's

1 year plan Autumn 2025 – 2026



Progress Key
Not Started
In Progress
Stalled
Complete

★ = high carbon reduction actions

### Climate Action Plan history

Last reviewed: N/A

### GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Participate fully in Zero Carbon Schools</b></p> <p>Use the programme to help to embed climate education into the curriculum and the culture of your school.</p>	Ongoing	Emma Threlfall	Programme being completed via Eco Council meetings (half termly) and Sustainability Club (Extra curricular club 1 hour per week)	
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools.</p>	Start: N/A Review: July 26	Stuart Booth	Signed up for second year.	
<p><b>Set up a sustainability working group</b></p> <p>Assemble a working group featuring different stakeholders across the school to collaborate and effect change.</p>	Start: N/A Review: July 26	Emma Threlfall	Ensure one person has oversight, taking the title of 'Sustainability Lead'.	
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></p> <p>Celebrate your school's climate action on your website, in newsletters, social media, and events to showcase your successes and involve the wider community.</p>	Start: Dec 25 Review: March 26	Emma Threlfall	Use the Let's Go Zero comms pack to do this.	

# 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>				
<p><b>Install a smart meter</b></p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a>.</p>	<p><b>Start: Dec 25</b> <b>Review:</b></p>	<p><b>Emma Dewhurst</b></p>	<p>Enquire re smart meter</p>	
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, <a href="#">according to the DfE</a>.</p>	<p><b>Start: Jan 26</b> <b>Review: April 26</b></p>	<p><b>Emma Dewhurst</b></p>	<p>Water temp from hot taps extremely hot- updated systems in some places planned for the new year.</p>	
<p><b>Install TRVs on radiators</b></p> <p>Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.</p>	<p><b>Start: Jan 26</b> <b>Review: Feb 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Already installed. Eco Council to check the TRVs are not turned too high as part of meetings.</p>	
<p><b>Investigate the potential for solar panels</b></p> <p>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,</p>	<p><b>Start:</b> <b>Review:</b></p>	<p><b>N/A</b></p>	<p>Solar panels already installed pre 2021.</p>	

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> .				

### 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>				
<p><b>Incentivise students to address energy usage</b></p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. <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.</p>	<p><b>Start: Sept 25</b> <b>Review: July 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Eco Council members actively involved in making sure unnecessary lights are turned off- eg in empty classrooms and offices and discussed at every meeting.</p>	
<p><b>Take part in a switch off campaign</b></p> <p>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p><b>Start: Jan 26</b> <b>Review: July 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Introduce this after Christmas via a message, to be implemented during the summer months.</p>	
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption</p>	<p><b>Start: ongoing</b> <b>Review: Jan 26</b></p>	<p><b>Emma Threlfall</b> <b>Emma Dewhurst</b></p>	<p>Annual carbon footprint calculator completion due Jan 2025. Will compare this to previous year and see whether patterns are emerging.</p>	

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><b>Implement a power down strategy for electrical devices and appliances</b></p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	<p><b>Start: Dec 25</b> <b>Review: March 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Laptops, screens and printer currently have these settings. Enquire re altering these to shorter times with EdIT.</p>	

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>				
<p><b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b></p> <p>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 great way to bring them on board with your sustainability efforts.</p>	<p><b>Start: Jan 26</b> <b>Review: April 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Make contact with LCC to establish whether they would consider putting veg options before meat options on their menus. Eco/Sustainability club to write to LCC.</p>	
<p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and</p>	<p><b>Start: Jan 26</b> <b>Review: April 26</b></p>	<p><b>LCC/Sarah Hall</b></p>	<p>Daily vegetarian options and 'meat free Monday' in place via LCC menu options. Explore potential to make veg options more accessible to all via above work.</p>	

interesting meat substitutes will make switching from meat easy and appealing!				
<p><b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b></p> <p>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.</p>	<p><b>Start: Feb 26</b> <b>Review: May 26</b></p>	<p><b>Emma Threlfall/Sarah Hall</b></p>	<p>Future project idea for Sustainability Club to reduce food waste? Is waste currently weighed?</p>	
<p><b>Start or improve composting and food waste facilities on-site</b></p> <p>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.</p>	<p><b>Start: Jan 26</b> <b>Review: March 26</b></p>	<p><b>Emma Threlfall/Sarah Hall</b></p>	<p>Contact the council to find out more about food waste schemes.</p>	

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><b>Start: Feb 26</b> <b>Review: April 26</b></p>	<p><b>Emma Threlfall/Debs Jacques</b></p>	<p>Emma to check in with Debs to find out traffic on the preloved uniform in the foyer.</p> <p>Check clothes bank usage.</p>	

<p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</p>	<p><b>Start:</b> ongoing</p> <p><b>Review:</b> N/A</p>	<p><b>Stuart Booth</b></p>	<p>Only cardigans/sweatshirts required to carry school logo.</p> <p>PE t-shirts optional.</p>	
<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 policy.</p>	<p><b>Start:</b> Jan 26</p> <p><b>Review:</b> March 26</p>		<p>Explore options for using fully recyclable cups etc on sports days, parents evening etc and providing recycling bins for these events. Add info to letters to inform parents of recycling systems.</p>	
<p><b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b></p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.</p>	<p><b>Start:</b> N/A</p> <p><b>Review:</b> as required</p>	<p><b>Emma Dewhurst</b></p>	<p>To consider for future purchases.</p>	

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>				
<p><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>	<p><b>Start:</b> ongoing</p> <p><b>Review:</b> termly</p>	<p><b>SLT</b></p>	<p>Recent recycling bins are being used efficiently.</p> <p>Could an extra plastic waste bin be purchased for KS1 classrooms to use for milk bottle recycling? (Currently using staff room bin)</p>	

<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: 'Reduce -&gt; Reuse -&gt; Recycle' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p><b>Start:</b> <b>ongoing</b> <b>Review:</b> <b>termly</b></p>	<p><b>Emma Threlfall</b></p>	<p>Eco Council main message (along with avoiding energy waste) to ensure recycling of paper is happening in classrooms and discussed at every meeting.</p> <p>Eco Council competition for sustainable decorations a success- Dec 25</p> <p>Consider recycling and sustainable options for parties, discos, sports days etc.</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: Jan 26</b> <b>Review: April 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Discuss with staff during staff meeting on Sustainability the unnecessary need for laminating of posters etc and promote use of plastic wallets instead of laminating activity sheets etc.</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:</b> <b>ongoing</b> <b>Review:</b> <b>termly</b></p>	<p><b>Emma Threlfall</b></p>	<p>Encourage re use of items when unwanted in classes. Promote use of signal group for sharing unwanted classroom items. When natural 'clear out' times are happening, have an area where items can be put for reuse by others. Liaise with Debs re putting larger items on local groups for pick up/possible donation to school funds. ELSPETH</p>	

## 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>				

<p><b>Run active travel campaigns</b></p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a>). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park &amp; Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	<p><b>Start: Sept 25</b> <b>Review: Jan 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Sustainability Club current project.</p>	
<p><b>Develop an active travel plan</b></p> <p>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.</p>			<p>REVISIT AFTER BRIDGE</p> <p>RIGHT START R12</p>	
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p><b>Start: ongoing</b> <b>Review: annually</b></p>	<p><b>Stuart Booth</b></p>	<p>Bikeability held annually in YR, 5 &amp; 6. Y 3 &amp; 4 this year. Can we expand on this?</p>	
<p><b>Install EV charging points</b></p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Currently unable to action this due to diocese restrictions.</p>	

## 2. Climate adaptation and resilience

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

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Conduct a climate resilience audit</b></p> <p>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.</p>	<p><b>Start:</b> <b>Review:</b></p>			
<p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a>. Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.</p>	<p><b>Start:</b> <b>Review:</b></p>			
<p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO<sub>2</sub> levels using devices.</p>	<p><b>Start:</b> ongoing <b>Review:</b> Feb 26</p>	<p><b>Sharon Wane</b>  <b>SLT</b></p>	<p>Are CO2 monitors being used in all classrooms?</p> <p>All staff aware of how to cool their classrooms via windows and doors.</p> <p>Film added to windows will hopefully reduce overheating in warmer months.</p>	
<p><b>Consider measures to increase adaptation to flooding risks</b></p>	<p><b>Start:</b> Feb 26 <b>Review:</b> ?</p>	<p><b>Stuart Booth</b>  <b>AE Yates</b></p>	<p>Field drainage has been an issue, being addressed by AE YATES who are completing bridge works.</p>	

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).				

### WATER

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b><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>				
<b>Check site for leaks using your water meter</b> 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> ongoing <b>Review:</b>	<b>Sharon Wane</b>	Site supervisor checks cover this.	
<b>Raise awareness around water consumption and efficiency</b> 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: Feb 26</b> <b>Review: April 26</b>	<b>Emma Threlfall</b>	Explore options for United Utilities to conduct an assembly for pupils on water waste.	
<b>Install water butts to harvest rainwater</b> 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> <b>Review: March 26</b>	<b>Emma Threlfall</b>	Is the water butt in R&R area still there/ in working order? Eco Council to investigate.	
<b>Install mechanisms to reduce water wastage</b>	<b>Start:</b> ongoing	<b>Sharon Wane</b>	All bathroom taps (chn and staff) are push activated with auto cut off although they have been staying	

<p>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.</p>	<p><b>Review:</b></p>		<p>on too long so some replacements have been manual as push buttons having opposite effect.</p>	

### 3. Biodiversity and Green Infrastructure

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

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</a> aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.</p>	<p><b>Start: Nov 25</b> <b>Review: April 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Signed up via website.</p>	
<p><b>Establish a gardening/nature club</b></p> <p>Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.</p>	<p><b>Start: May 26</b> <b>Review: July 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Potential project for Sustainability Club as previously proposed- plan and implement sensory garden. Reach out to local businesses for materials and plants.</p>	
<p><b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b></p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.</p>	<p><b>Start: May 26</b> <b>Review: July 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>As part of the above</p>	
<p><b>Create accessible outdoor spaces that enable students to connect with nature</b></p>	<p><b>Start: ongoing</b> <b>Review:</b></p>	<p><b>SLT</b></p>	<p>Lots of shaded and seating areas available to chn, more so in the summer months. Explore options for colder months?</p>	

Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.				
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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				
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>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b></p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p><b>Start:</b> ongoing <b>Review:</b></p>	<p>Emma Threlfall</p>	<p>Eco Council well established and meet half termly.</p>	
<p><b>Set up a sustainability award for students or classes</b></p> <p>Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.</p>	<p><b>Start:</b> Jan 26 <b>Review:</b> April 26</p>	<p>Emma Threlfall</p>	<p>Potential Eco Council project Spring Term 2025.</p>	
<p><b>Provide CPD opportunities for staff on sustainability</b></p> <p>Schedule and deliver the CPD sessions included in Zero Carbon Schools</p> <p>Investigate additional CPD opportunities for staff, e.g. <a href="#">Carbon Literacy Training</a>, <a href="#">Climate Fresk</a>.</p>	<p><b>Start:</b> March 26 <b>Review:</b> April 26</p>	<p>Emma Threlfall</p>	<p>Staff CPD planned for Spring term- teachers and non teaching staff.</p>	
<p><b>Support your staff to attend local sustainability networks &amp; events</b></p> <p>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 <a href="#">webinar schedule</a> in your CPD offer plus events from <a href="#">UKSSN</a>, <a href="#">National</a></p>	<p><b>Start:</b> March 26 <b>Review:</b> July 26</p>	<p>Emma Threlfall</p>	<p>Explore options for setting up/joining a sustainability local network.</p>	

<a href="#">Education Nature Park</a> and other offers local to your school.				
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## CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b><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>				
<p><b>Complete a curriculum audit</b></p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.</p>	<p><b>Start: March 26</b> <b>Review: July 26</b></p>	<p>All</p>	<p>During sustainability staff meeting (spring 2025), teachers to identify where sustainability features on class curriculums- print yearly overviews for teachers to mark on.</p>	
<p><b>Amend your curriculum to incorporate sustainability</b></p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. <a href="#">Teach the Future</a>, Royal Meteorological Society (<a href="#">Curriculum for Climate Literacy</a>) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p><b>Start: March 26</b> <b>Review: July 26</b></p>	<p>All</p>	<p>Think about adding a sustainability icon/image to overviews (similar to windows/mirrors etc) and work with teachers to introduce opportunities for working sustainably where current opportunities are limited.</p>	
<p><b>Survey staff on how they feel about teaching sustainability issues</b></p> <p>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate 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.</p>	<p><b>Start: March 26</b> <b>Review: April 26</b></p>	<p>Emma Threlfall</p>	<p>Send out click survey and act upon responses, before and after CPD meetings.</p>	

<p><b>Create an environment where lessons can be taught outside in all subjects</b></p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the <a href="#">Forest School Association</a>, <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a>.</p>	<p><b>Start: March 26</b> <b>Review: July 26</b></p>	<p><b>SLT/Emma Threlfall</b></p>	<p>Explore options for signposting staff to taking learning outdoors more.</p>	

### 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>				
<p><b>Invite inspirational green careers speakers in to speak to pupils</b></p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a>, <a href="#">Inspiring the Future</a>, <a href="#">Speakers for Schools</a> to find speakers.</p>	<p><b>Start: Jan 26</b> <b>Review: April 26</b></p>	<p><b>Emma Threlfall</b></p>	<p>Explore options and make enquiries to invite speakers to school to inspire whole school and Sustainability Club.</p>	
<p><b>Provide opportunity for all pupils to take leadership on sustainability</b></p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p><b>Start: ongoing</b> <b>Review:</b></p>	<p><b>Emma Threlfall</b></p>	<p>Sustainability Club to be encouraged to think of, plan and implement their projects.</p>	



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