

# Climate Action Plan

## DELABOLE

1 year plan Autumn 2025 – 2026



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Your school's carbon baseline: TBC t CO<sub>2</sub>e      Calculation: Month Year

| Progress Key |
|--------------|
| Not Started  |
| In Progress  |
| Stalled      |
| Complete     |

| Climate Action Plan history       |               |
|-----------------------------------|---------------|
| Last reviewed:                    | December 2025 |
| ★ = high carbon reduction actions |               |

| 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> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Transport</td> <td>34%</td> </tr> <tr> <td>Energy &amp; Utilities</td> <td>20%</td> </tr> <tr> <td>Food &amp; Drink</td> <td>24%</td> </tr> <tr> <td>Purchases</td> <td>21%</td> </tr> <tr> <td>13% Fuel Usage</td> <td>13%</td> </tr> <tr> <td>7% Electricity Usage</td> <td>7%</td> </tr> <tr> <td>&lt;1% Waste Usage</td> <td>&lt;1%</td> </tr> <tr> <td>&lt;1% Water Usage</td> <td>&lt;1%</td> </tr> <tr> <td>0% Vehicles</td> <td>0%</td> </tr> <tr> <td>&lt;1% School Trips</td> <td>&lt;1%</td> </tr> <tr> <td>22% Student Commutes</td> <td>22%</td> </tr> <tr> <td>12% Staff Commutes</td> <td>12%</td> </tr> <tr> <td>15% Spending</td> <td>15%</td> </tr> <tr> <td>6% Uniforms</td> <td>6%</td> </tr> <tr> <td>Meals</td> <td>24%</td> </tr> </tbody> </table> |            | Category | Percentage | Transport | 34% | Energy & Utilities | 20% | Food & Drink | 24% | Purchases | 21% | 13% Fuel Usage | 13% | 7% Electricity Usage | 7% | <1% Waste Usage | <1% | <1% Water Usage | <1% | 0% Vehicles | 0% | <1% School Trips | <1% | 22% Student Commutes | 22% | 12% Staff Commutes | 12% | 15% Spending | 15% | 6% Uniforms | 6% | Meals | 24% | <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> |  |
| Category  | Percentage |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| Transport   | 34%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| Energy & Utilities  | 20%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| Food & Drink  | 24%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| Purchases   | 21%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 13% Fuel Usage  | 13%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 7% Electricity Usage  | 7%         |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| <1% Waste Usage   | <1%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| <1% Water Usage   | <1%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 0% Vehicles   | 0%         |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| <1% School Trips  | <1%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 22% Student Commutes  | 22%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 12% Staff Commutes  | 12%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 15% Spending  | 15%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| 6% Uniforms   | 6%         |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |
| Meals   | 24%        |          |            |           |     |                    |     |              |     |           |     |                |     |                      |    |                 |     |                 |     |             |    |                  |     |                      |     |                    |     |              |     |             |    |       |     |  |  |

| GET STARTED  |  |  |   |   |         |
|--|--|--|---|---|---------|
| ACTION   |  | TIMEFRAME  | STAKEHOLDERS  | NOTES   | TRACKER |
| <p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p> |  | <p>Start: JAN 2025</p> <p>Review: JUNE/JULY 2025</p> | <p>Lou Kirkman<br/>(HEAD TEACHER)</p> <p>Jess Campbell (SLT DELABOLE)</p> | <p>Stakeholders to sign up and disseminate tasks and ideas through to staff in PDM's.</p> |         |

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|   |   | <b>Becky Thomas<br/>(SUSTAINABILITY LEAD)</b>   |  |  |
| <b>Set up a sustainability working group</b><br><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: DEC 2025</b><br><br><b>Review: JUNE/JULY 2025</b> | <b>Becky Thomas<br/>(SUSTAINABILITY LEAD)</b><br><br><b>Lou Kirkman (HEAD TEACHER)</b><br><br><b>Jess Campbell (SLT DELABOLE)</b> | Becky Thomas to arrange meeting with Lou Kirkman and Jess Campbell to sort out a working group to help maintain the level of momentum.   |  |
| <b>Add sustainability plans, projects and successes to your school website and share through wider communications</b><br><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: JAN 2025</b><br><br><b>Review: JULY 2025</b>      | <b>Lou Kirkman (HEAD TEACHER)</b><br><br><b>Jess Campbell (SLT DELABOLE)</b><br><br><b>Becky Thomas<br/>(SUSTAINABILITY LEAD)</b> | Space to be left on newsletter with sustainability updates once a month to begin with on food wastage, electrical usage and other projects the Eco councillors would wish to fulfil. |  |

## 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><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 | <b>Start: 19/11/25</b><br><br><b>Review: ongoing</b> | <b>Helen Bingham</b><br><br><b>Andy Hall</b> | 30 <sup>TH</sup> November<br><br>Smart meter has already been checked by Helen Bingham that the school has one and now we will |         |

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| up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a> .   |                   | Lou Kirkman | try to use the data on Energy sparks to help inform us as to where we might be able to save energy.  |  |
| <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> | Start:<br>Review: |             | <p>There are some resources and activities around this on the Energy Sparks website <a href="#">here</a>.</p> <p>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.</p> |  |
| <b>Install TRVs on radiators</b>   | Start:<br>Review: |             |  |  |
| <b>Investigate the potential for solar panels</b>  | Start:<br>Review: |             |  |  |
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| ENERGY – BEHAVIOURAL CHANGE   |           |              |       |         |
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| 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> |           |              |       |         |

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| <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:</b><br/>19/11/25</p> <p><b>Review:</b><br/>JULY 2025</p> | <p><b>Becky Thomas</b></p>                   | <ul style="list-style-type: none"> <li>Becky Thomas and Jess Campbell to use ideas and examples from from Energy Sparks <a href="#">here</a>. Then use them within eco councillor meetings.</li> <li>Energy detectives. Pupils from eco council decide on a 'secret mission' at the start of a week. E.g Lights off, smart boards off, recycling in the right bins etc.</li> </ul>  |  |
| <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:</b><br/>19/11/25</p> <p><b>Review:</b> On going</p>      | <p><b>Becky Thomas</b></p>                   | <ul style="list-style-type: none"> <li>Becky Thomas to put up switch off tick lists into every room that is checked off by class teacher and eco councilors.</li> </ul>   |  |
| <p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>  | <p><b>Start:</b> Dec 2025</p> <p><b>Review:</b> Ongoing</p>           | <p><b>Becky Thomas<br/>Jess Campbell</b></p> | <p>Energy Sparks report average savings for secondary schools in 23/24 of £21,000 per year.</p> <p>Energy Sparks report average savings for primary schools in 23/24 of £5,000 per year.</p> <ul style="list-style-type: none"> <li>Becky Thomas to meet with Eco councilors to sow the pupil dashboard. There is a pupil dashboard so students can get involved with monitoring and understanding energy usage, bills, and savings.</li> <li>Becky Thomas to attend 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. <b>Achieved Nov 2025</b></li> </ul> |  |

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| <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:</b><br/><b>Review:</b></p> |  | <p>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</p> |  |
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| FOOD   |   |              |  |         |
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| 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:</b><br/><b>Review:</b></p> |              | <p>Meat free Monday Aspens.</p> <p>You can send the menu off and they might be able to advise tweaks. Proveg</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 interesting meat substitutes will make switching from meat easy and appealing!</p>   | <p><b>Start:</b><br/><b>Review:</b></p> |              |  |         |

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| <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:</b><br/>19/11/25<br/><b>Review:</b></p> | <p><b>Nicky in the Kitchen</b><br/><b>Becky Thomas</b><br/><b>Lou Kirkman</b></p> <ul style="list-style-type: none"> <li>• Weighing food after lunchtimes eco councillors to weigh the food at lunchtime and show on a poster in the school so that they can try and better it from the day or week before.</li> <li>• Speak with Nicky about getting the children to ask for smaller portion sizes during lunchtimes.</li> <li>• Add on lunchtime food wastage on weekly or monthly news letter.</li> </ul> |  |
| <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:</b><br/><b>Review:</b></p>              |  |  |
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**NB. Riverford's [Chefs in Schools campaign](#) offers fully funded training course for schools across the southwest**

| PROCUREMENT   |           |              |       |         |
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| 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> |           |              |       |         |

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| <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:</b><br/>19/11/25<br/><b>Review:</b> JULY 2025</p> | <p><b>Lou Kirkman</b><br/><b>Becky Thomas</b><br/><b>PTFA?</b></p> | <p>Online platforms such as <a href="#">Uniformd</a> and <a href="#">Uniformerly</a> can increase uptake of secondhand uniform by making it more convenient for families to access.</p> <p>Use the Giki comparisons website: <a href="#">Giki Comparisons - Second Hand Clothes Carbon Calculator</a> to work out carbon and water savings to share with the rest of the school and the parent body.</p> <ul style="list-style-type: none"> <li>• Uniform shop that is visible? Could the PTFA help to organise it so that it is?</li> <li>• Set up a uniform shop that is visible and add on the newsletter to prompt sustainability.</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><b>Start:</b><br/><b>Review:</b></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><br/><b>Review:</b></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><b>Start:</b><br/><b>Review:</b></p>                        |  |   |  |

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| appliances that are the highest efficiency rating for that product. |  |  |  |  |
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| WASTE  |  |  |   |         |
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| 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><br>New mandatory waste regulations 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.  | Start:<br>Review:                        |  |   |         |
| <b>Provide students with education on the importance of reducing, reusing and recycling correctly</b><br><br>Teach students about the waste hierarchy: 'Reduce -> Reuse -> 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. | Start: NOV 2025<br><br>Review: JULY 2025 | PTFA?<br><br>Becky Thomas<br><br>Lou Kirkman | <ul style="list-style-type: none"> <li>Run an assembly on the three tiers and discuss how recycle is the later that we always remember.</li> <li>Have an eco-week where each class needs to reuse and repurpose something that would have already been wasted.</li> <li>Becky Thomas to collect and set up recycling of old whiteboard pens.</li> </ul> <p><a href="#">Cornwall energy recovery centre (St Austell)</a> offer free visits for schools</p> <p>Incorporate recycling bin checks into your 'energy/eco champions' initiative.</p> <p>Devon CC have a very helpful 'recycle zone' website with free to access resources for schools around the country.</p> |         |

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|   |   |                            | <p>This is their '<a href="#">Recycling at School</a>' resource with some useful ideas.</p> <p>Waste audit resources</p> <ul style="list-style-type: none"> <li>- WRAP have resources for school waste audits <a href="#">here</a>.</li> <li>- Green Schools Ireland have a resource <a href="#">here</a> and <a href="#">here</a></li> <li>- Wigan Council have a school waste audit worksheet <a href="#">here</a></li> </ul> <p>Work with students to explore how this can be encouraged/incentivized?</p> <p>Can the students make some videos/reels?</p> <p>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</a> have some <a href="#">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</p> | <p><b>Start:</b><br/>19/11/25</p> <p><b>Review:</b><br/>Ongoing</p> | <p><b>Becky Thomas</b></p> | <ul style="list-style-type: none"> <li>• Becky Thomas to share the use of school market place more on the share point with staff.</li> <li>• Discuss how this can be used more effectively in staff meetings.</li> </ul>   | Ongoing |

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| community, local schools and nurseries; <a href="#">School Resources Exchange</a> ; Facebook Marketplace, etc. |  |  |  |  |
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| TRANSPORT  |  |   |   |         |
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| 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><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. | Start:<br><br>Review:                      |   |   |         |
| <b>Develop an active travel plan</b><br><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   | Start: April 2025<br><br>Review: July 2025 | PTFA<br><br>Lou Kirkman<br><br>Becky Thomas | 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 |         |

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| <p>implementing your travel plan to track your progress and receive awards.</p>   |   |   | <p>(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></p> <ul style="list-style-type: none"> <li>• Get children to cycle and scooter to school and use the Golden padlock idea where we put it on a random bike and that child can choose a reward of – 5 minutes extra break, etc.</li> <li>• Explore the use of geocaching on the way in to school prove that they walked on the way to school.</li> </ul> |                |
| <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:</b><br/>19/11/25</p> <p><b>Review:</b><br/>ongoing</p> | <p><b>Susan Chapman</b></p> <p><b>Lou Kirkman</b></p> | <ul style="list-style-type: none"> <li>• Bikability provided in the Autumn term for UKS2</li> </ul>   | <p>Ongoing</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><br/>Review:</p>                                    |   |   |                |
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## 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><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.  | Start:<br>Review: |              | Can we use our guttering for planting etc?                                 |         |
| <b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b><br><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, suncream and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures. | Start:<br>Review: |              | Outdoor shading?<br><br>Thermal audit of the area of the school in summer. |         |
| <b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b><br><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.   | Start:<br>Review: |              |  |         |
| <b>Consider measures to increase adaptation to flooding risks</b><br><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   | Start:<br>Review: |              | Guttering to feed into planters  |         |

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| roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting). |  |  |  |  |
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| 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><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. | Start:<br>Review:                    |                          |  |         |
| <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.   | Start: 19/11/25<br>Review: July 2025 | Becky Thomas             | <p>South West Water offer <a href="#">free lessons and workshops</a>.</p> <ul style="list-style-type: none"> <li>Becky Thomas to look into assembly for waterboard to come in during the Summer term.</li> </ul>     |         |
| <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.   | Start: Feb 2025<br>Review: July 2025 | PTFA<br><br>Site manager | <ul style="list-style-type: none"> <li>Ask parents and wider school community if anyone has one they are happy to donate then speak with site manager to see if there is a way that we can connect it up.</li> </ul> |         |
| <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   | Start:<br>Review:                    |                          |  |         |

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| 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. |  |  |  |  |
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### 3. Biodiversity and Green Infrastructure

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

| NATURE   |  |   |   |         |
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| ACTION   | TIMEFRAME                                | STAKEHOLDERS  | NOTES   | TRACKER |
| <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><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. | Start: Review:                           |   | 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 <a href="mailto:southwestnaturepark@rhs.org.uk">southwestnaturepark@rhs.org.uk</a>   |         |
| <b>Establish a gardening/nature club</b><br><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.  | Start: April 2025<br><br>Review: Ongoing | PTFA<br><br>Jade Morse-<br>Science<br>Coordinator<br><br>Melissa Douche –<br>Forest school TA | <ul style="list-style-type: none"> <li>Becky Thomas to speak with Science coordinator to see if this is something that can be set up.</li> <li>Becky Thomas to speak with staff in PDM to try to encourage more outdoor learning</li> <li>Use TA Melissa Douche who is forest school trained to set up some tasks for children to do using the school grounds.</li> </ul> | Ongoing |
| <b>Increase biodiversity to support local wildlife</b><br>e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'<br><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   | Start: April 2025<br><br>Review: Ongoing | Melissa Douche –<br>Forest school TA  | <p><a href="#">Cornwall Climate and Nature Fund</a> has grants to match fund up to £5000</p> <p>The <a href="#">Forest for Cornwall Programme</a> can support and advise with tree planting</p> <p>The Eden Project have a <a href="#">whole host of lesson plans</a> and you can book trips to visit.</p>  |         |

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| make use of the wider community for support and resources.   |                                 |  | Use of Eden Project with school trips.<br>Melissa to set up wildlife habitats in forest school with bird feeders. |  |
| <b>Create accessible outdoor spaces that enable students to connect with nature</b><br><br>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access. | <b>Start:</b><br><b>Review:</b> |  |   |  |
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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   |                                    |                               |   |         |
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| 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>   | Start: 19/11/25<br>Review: Ongoing | Becky Thomas<br>Jess Campbell | <ul style="list-style-type: none"> <li>Becky Thomas and Jess Campbell to have regular meetings with Eco councillors to discuss the some of the targets in their agenda from here.</li> <li>Attend the Aspire Eco councillor meetings once a term</li> </ul> |         |
| <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>   | Start:<br>Review:                  | Becky Thomas<br>Jess Campbell | Becky Thomas and Jess Campbell to do a spot check with the Eco Council with this.<br><br>Pupils from eco council decide on a 'secret mission' at the start of a week. E.g Lights off, smart boards off, recycling in the right bins etc.                    |         |
| <p><b>Provide CPD opportunities for staff on sustainability</b></p> <p>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.</p> | Start:<br>Review:                  |                               |   |         |

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| <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 Education Nature Park</a> and other offers local to your school.</p> | <p><b>Start:</b><br/><b>Review:</b></p> |  |  |  |
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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>  |   |   |   |         |
| <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:</b><br/><b>Review:</b></p> | <p><b>Becky Thomas</b><br/><b>Jade Morse – Science lead</b></p> | <p><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.</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:</b><br/><b>Review:</b></p> |   |   |         |
| <p><b>Survey staff on how they feel about teaching sustainability issues</b></p>   | <p><b>Start:</b><br/><b>Review:</b></p> |   |   |         |

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| 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.   |                                 |  |  |  |
| <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> . | <b>Start:</b><br><b>Review:</b> |  |  |  |
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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>  |   |                                   |  |         |
| <a href="#">Access the Climate Ambassadors scheme</a><br><br>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics. | Start: 19/11/25<br><br>Review:<br>Ongoing | Becky Thomas<br><br>Jess Campbell | Help with action plans if you look into the Climate Ambassadors scheme.<br><br>• Becky Thomas or Jess Campbell to invite them in for an assembly | Ongoing |
| <b>Include green skills as part of careers guidance</b><br><b>Integrate green skills and career pathways in school career fairs</b>  | Start:<br><br>Review:                     |                                   | Primary<br><br>Earth Cubs ' <a href="#">What are Green Jobs?</a> '<br><br>Twinkl <a href="#">Green Skills and Careers resources</a>              |         |

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| <p>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).</p>  |  | <p><b>Secondary</b><br/> <a href="#">WWF Sustainable Futures</a><br/> <a href="#">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)</p> |  |
| <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:</b><br/> <b>Review:</b></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:</b><br/> <b>Review:</b></p> | <p>Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a></p>   |  |
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