

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

'S GO

# Climate Action Plan

## Summercourt Academy

1 year plan Autumn 2025 – 2026

**ZERO**  
**2030**

### Progress Key

Not Started



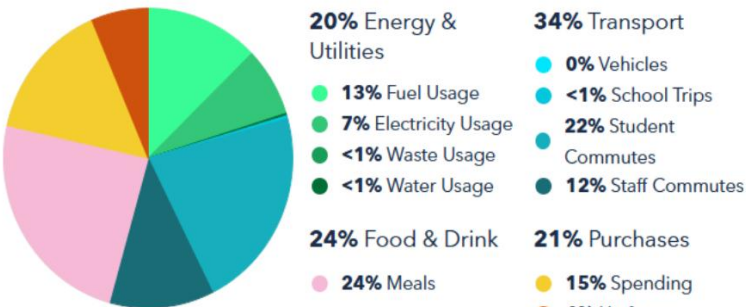
[Jen.gale@letsgozero.org](mailto:Jen.gale@letsgozero.org)  
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**Your school's carbon baseline:** 144.49 tonnes CO<sub>2</sub>e\* per year **Calculation:** November 2025

Complete

★ = 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> 	<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>	


# 1. Decarbonisation and Energy Efficiency

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

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	<b>Start:</b> <b>19.11.25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>	Signed up 19.11.25	
<b>Set up a sustainability working group</b> 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:</b> <b>04.09.25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Pippa Davis</b>	Louise and Pippa leading on sustainability group. Others included: Jenny Purdie (Aspens)    Hollie Jones (Finance) Eco Warriors (Pupils)    Gemma Rusted (Administrator) Hugh Bracey (Premises)    Teaching Team Mo (Churchhill – cleaning)	
<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b> 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:</b> 11.12.25 <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Pippa Davis</b>  <b>Gemma Rusted</b>	Social media and newsletter celebrations already in place.	

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

## 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> Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a> .	<b>Start:</b> <b>04.09.25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Pippa Davis</b>  <b>Hugh Bracey</b>	Energy Sparks able to analyse platforms.	
 <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b> 18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, <a href="#">according to the DfE</a> .	<b>Start:</b> <b>19.11.25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Pippa Davis</b>  <b>Hugh Bracey</b>	There are some resources and activities around this on the Energy Sparks website <a href="#">here</a> .  Set timings in place for heating to turn on and off.  Class teams have ability to turn heating off in set areas to reduce temperature of room when needed instead of opening a window.	
<b>Install TRVs on radiators</b> Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	<b>Start:</b> <b>19.11.25</b> <b>Review:</b> <b>September 2026</b>	<b>Hugh Bracey</b>	Heating temperature set in spaces across school to initiate heating to increase or reduce.	
<b>Investigate the potential for solar panels</b> Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting	<b>Start:</b> <b>19.11.25</b> <b>Review:</b> <b>September 2026</b>	<b>Hugh Bracey</b>	Solar panels in place and creating energy for the school.	

options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> .				
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ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Incentivise students to address energy usage</b> Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.	<b>Start:</b> 01/05/25 <b>Review:</b> September 2026	Pippa Davis Louise Savage Hugh Bracey Eco Warriros	Energy Sparks have some good ideas and examples <a href="#">here</a> . Energy audit worksheets <a href="#">here</a> and <a href="#">here</a> . Eco Warriors selected and trained by Sustainability lead.	
<b>Take part in a switch off campaign</b> Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a> . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	<b>Start:</b> 01/06/25 <b>Review:</b> September 2026	Pippa Davis Louise Savage Hugh Bracey Eco Warriors Mo	Light switch off initiative implemented. Red and Green stickers placed on all electrical appliances and switches to label switch off priorities. Eco Warriors actioned this and complete multiple daily switch off monitoring checks. Premises cleaner supports switch off campaign daily and for the weekend/holiday shut downs.	
<b>Monitor energy use on a regular basis through dedicated platforms</b> 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	<b>Start:</b> 04/09/25 <b>Review:</b> September 2026	Pippa Davis Louise Savage Hugh Bracey Eco Warriors	Energy Sparks report average savings for primary schools in 23/24 of £5,000 per year. There is a pupil dashboard so students can get involved with monitoring and understanding energy usage, bills, and savings.	

you are already sending your energy data to your provider, get in touch with them and ask them for access.			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>Implement a power down strategy for electrical devices and appliances</b>  Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	<b>Start:</b> <b>01/06/25</b> <b>Review:</b> <b>September 2026</b>	<b>Pippa Davis</b>  <b>Louise Savage</b>  <b>Hugh Bracey</b>  <b>Eco Warriors</b>  <b>Mo</b>	Light switch off initiative implemented.  Red and Green stickers placed on all electrical appliances and switches to label switch off priorities. Eco Warriors actioned this and complete multiple daily switch off monitoring checks.  Premises cleaner supports switch off campaign daily and for the weekend/holiday shut downs.	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b>  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.	<b>Start:</b> <b>19/11/25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Jenny Purdie</b>	Consultation in place with Aspens.  Daily vegetarian option always available.  Weekly meat free day in place.	
<b>Increase the number of planet friendly, meat-free options on offer every day</b>  Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!	<b>Start:</b> <b>19/11/25</b> <b>Review:</b> <b>September 2026</b>	<b>Louise Savage</b>  <b>Jenny Purdie</b>	Daily vegetarian option always available.  Weekly meat free day in place.	

<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> 19/11/25 <b>Review:</b> September 2026</p>	<p><b>Louise Savage</b>  <b>Jenny Purdie</b></p>	<p>Food waste is weighed daily and reductions celebrated with pupils.</p> <p>Head pupils in 2024/2025 shared the weights daily with classes.</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:</b> 19/11/25 <b>Review:</b> September 2026</p>		<p>Food waste bins in use.</p> <p>Two composters in school garden – fruit waste put in these.</p>	

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

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>★ <b>Develop your uniform exchange and extend existing reuse practices</b></p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p><b>Start:</b> 19.11.25</p> <p><b>Review:</b> September 2026</p>	<p>PTFA</p> <p>Louise Savage</p> <p>Gemma Rusted</p>	<p>Preloved uniform shop in place.</p> <p>Preloved Christmas jumpers.</p> <p>Preloved nativity costumes stored and shared annually.</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 CO2 limits on embroidery and personalisation.</p>	<p><b>Start:</b> 19.11.25</p> <p><b>Review:</b> September 2026</p>	<p>Louise Savage</p> <p>Gemma Rusted</p>	<p>Non branded uniform accepted and recommended by school.</p> <p>No stipulation for branded uniform.</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> 19.11.25</p> <p><b>Review:</b> September 2026</p>	<p>All staff.</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>Preloved book swaps.</p> <p>Membership to local Scrap Store.</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> 19.11.25</p> <p><b>Review:</b> September 2026</p>	<p>Premises Team</p> <p>Hugh Bracey</p> <p>Louise Savage</p>	<p>Part of Trust market place approach.</p>	

appliances that are the highest efficiency rating for that product.		Gemma Rusted		
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b> <a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.	<b>Start:</b> 19.11.25 <b>Review:</b> September 2026	Hugh Bracey Louise Savage Pippa Davis	Eco Warriors to be supported to implement and action this.	
<b>Provide students with education on the importance of reducing, reusing and recycling correctly</b> 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.	<b>Start:</b> 19.11.25 <b>Review:</b> September 2026	Louise Savage Pippa Davis Teaching Team	<a href="#">Cornwall energy recovery centre (St Austell)</a> offer <a href="#">free visits</a> for schools Incorporate recycling bin checks into your 'energy/eco champions' initiative. Devon CC have a very helpful 'recycle zone' website with free to access resources for schools around the country. This is their <a href="#">'Recycling at School' resource</a> with some useful ideas. Waste audit resources - WRAP have resources for school waste audits <a href="#">here</a> . - Green Schools Ireland have a resource <a href="#">here</a> and <a href="#">here</a> - Wigan Council have a school waste audit worksheet <a href="#">here</a> Work with students to explore how this can be encouraged/incentivized? Can the students make some videos/reels? Can this be made into a house/year group	



			competition?  Biffa - Education resources and workshops – in place  Reduce Reuse Recycle assembly in place	
<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> 19.11.25 <b>Review:</b> September 2026</p>	<p><b>Louise Savage</b>  <b>Pippa Davis</b>  <b>Teaching Team</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>Look into meeting requirements for plastic free recognition award. (Plastic Free Schools)</p> <p>2 minute foundation support and workshops – ocean pollution and micro plastics.</p> <p>Biffa workshops linked to recycling initiatives.</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> 19.11.25 <b>Review:</b></p>	<p><b>Louise Savage</b>  <b>Pippa Davis</b>  <b>Hugh Bracey</b>  <b>Teaching Team</b></p>	<p>Trust market place project in place.</p> <p>Online selling site platforms used also to advertise school furniture for reuse.</p> <p>Reuse school supplies annually.</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>				
<b>Run active travel campaigns</b> Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a> ). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	<b>Start: Jan 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>  <b>Louise Savage</b>	Research approach and implement.	
<b>Develop an active travel plan</b> 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.	<b>Start: Jan 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>  <b>Louise Savage</b>	Cornwall Council and Sustrans have created a great guide <a href="#">here</a>  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.  Bike buses are parent-led initiatives that run weekly (or less regular) bike rides along a designated route, picking up children along the way. They can increase cycling confidence and are an effective way of highlighting the need for better cycling infrastructure. Info and resources <a href="#">here</a> , and <a href="#">here</a>	
<b>Provide cycle proficiency lessons in school</b> 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).	<b>Start: November 2025</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>  <b>Louise Savage</b>  <b>Mandi Norton</b>  <b>Gemma Rusted</b>	Bikeability sessions implemented and certificates achieved.  Balance bike program implemented from on entry to school in EYFS. All resources are in place to enable us to provide this provision weekly.	

## 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> Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	<b>Start: March 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b> <b>Louise Savage</b> <b>Hugh Bracey</b>	Pippa and Hugh completed audit.	
<b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b> 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.	<b>Start: January 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b> <b>Louise Savage</b> <b>Gemma Rusted</b>	Gemma Rusted to sign Summercourt up to alerts.	
<b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b> Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO <sub>2</sub> levels using devices.	<b>Start: January 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b> <b>Louise Savage</b> <b>Hugh Bracey</b>	N/A	
<b>Consider measures to increase adaptation to flooding risks</b>	<b>Start: March 2026</b>	<b>Hugh Bracey</b>	Water storage in place.	

Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. Green roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting).	<b>Review: September 2026</b>			
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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> 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: January 2026 Review: September 2026</b>	<b>Pippa Davis  Hugh Bracey</b>		
<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: January 2026 Review: September 2026</b>	<b>Pippa Davis  Class Teachers</b>	South West Water offer <a href="#">free lessons and workshops</a> .	
<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: January 2026 Review: September 2026</b>	<b>Pippa Davis</b>	Your water company might provide one? Or ask parents and wider school community if anyone has one they are happy to donate.	
<b>Install mechanisms to reduce water wastage</b> 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	<b>Start: January 2026 Review: September 2026</b>	<b>Hugh Bracey</b>	Premises expectation.  Implemented when appropriate depending on pupil age.	

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				
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> <a href="#">The Nature Park</a> aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	<b>Start: April 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>  <b>Class Teachers</b>	The South West now has two National Education Nature Park reps who can help you navigate the website and resources and provide additional support and ideas. The contact email is southwestnaturepark@rhs.org.uk  Imagine Outdoors deliver termly nature based learning also to each class linked to the curriculum.	
<b>Establish a gardening/nature club</b> Set up a gardening club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	<b>Start: March 2026</b> <b>Review: September 2026</b>	<b>Alison Lowry</b>	KS1 and KS2 gardening club	
<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>	<b>Start: January 2026</b>	<b>Pippa Davis</b>  <b>Alison Lowry</b>	<a href="#">Cornwall Climate and Nature Fund</a> has grants to match fund up to £5000	

Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	<b>Review: September 2026</b>		<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> <p>Imagine Outdoors – outdoor learning support</p>	
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## 4. Climate Education, Green Skills and Green Careers

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

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

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> 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.	<b>Start:</b> September 2025 <b>Review:</b> September 2026	Pippa Davis	2 key pupils leading as Eco Warriors  School Council leads also taking on Eco Warrior responsibilities	
<b>Set up a sustainability award for students or classes</b> 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.	<b>Start:</b> March 2026 <b>Review:</b> September 2026	Pippa Davis  Class Teachers	Certificate to be created.	

<b>Provide CPD opportunities for staff on sustainability</b> 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.	<b>Start: March 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>  <b>Louise Savage</b>	Sustainability leads to research and share CPD opportunities.	
<b>Support your staff to attend local sustainability networks &amp; events</b> 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.	<b>Start: January 2026</b> <b>Review: September 2026</b>	<b>Louise Savage</b>	Louise Savage arrange for Pippa Davis to attend.	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Complete a curriculum audit</b> Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.	<b>Start: April 2026</b> <b>Review: September 2026</b>	<b>Louise Savage</b>  <b>Class Teachers</b>	<b>Primary:</b> 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> .  <a href="#">Natural Curriculum</a> have some lovely Morning Starters and other curriculum resources using nature.	
<b>Amend your curriculum to incorporate sustainability</b> 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	<b>Start: April 2026</b> <b>Review: September 2026</b>	<b>Louise Savage</b>  <b>Class Teachers</b>		

adding extra assemblies. <a href="#">Teach the Future</a> , Royal Meteorological Society ( <a href="#">Curriculum for Climate Literacy</a> ) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.				
<b>Survey staff on how they feel about teaching sustainability issues</b>  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>Start: April 2026</b> <b>Review: September 2026</b>	<b>Louise Savage</b>  <b>Pippa Davis</b>	Create survey.	
<b>Create an environment where lessons can be taught outside in all subjects</b>  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: April 2026</b> <b>Review: September 2026</b>	<b>Louise Savage</b>  <b>Class Teachers</b>	Outdoor spaces available – class 1 area, forest school, pond and field opposite main school site.	

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Access the <a href="#">Climate Ambassadors scheme</a></b>  Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	<b>Start: April 2026</b> <b>Review: September 2026</b>	<b>Pippa Davis</b>		



<p><b>Include green skills as part of careers guidance</b>  <b>Integrate green skills and career pathways in school career fairs</b></p> <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>Start: May 2026</b>  <b>Review: September 2026</b></p>	<p><b>Pippa Davis</b></p>	<p>Incorporate into Carers day 2026  <b>Primary</b>  Earth Cubs 'What are Green Jobs?'</p> <p>Twinkl <a href="#">Green Skills and Careers resources</a></p> <p><b>Secondary</b>  <a href="#">WWF Sustainable Futures</a>  <a href="#">Green Futures - Curiosity Connections</a>.  Resources and workshops for schools in the West of England.  Power of 10 has a good '<a href="#">Careers Guide Book</a>' for <a href="#">schools</a> (free account creation needed)</p> <p><b>General</b>  Climate Ikigai is a nice concept – encouraging pupils (and adults!) to think about: what they love doing; what they're good at; what the world needs – <a href="#">more info here</a>.</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: Ongoing</b>  <b>Review: September 2026</b></p>	<p><b>Pippa Davis</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: January 2025</b>  <b>Review: September 2026</b></p>	<p><b>Pippa Davis</b>   <b>Louise Savage</b></p>	<p>Eco Warriors and School Council  Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a></p>	



[www.letsgozero.org](http://www.letsgozero.org)

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