

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.



# Climate Action Plan

## Mawgan in Pydar Primary School

1 year plan Autumn 2025 – 2026



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### Progress Key

Not Started

In Progress

Stalled

Complete

Your school's carbon baseline: 122.98t CO<sub>2</sub>e      Calculation: November 2025

### Climate Action Plan history

★ = high carbon reduction actions

### RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER																																																				
<div>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></div> <div><div>Your Carbon Footprint Report</div><div>Your schools total carbon footprint is estimated to be: 122.98 tonnes co2e* per year</div><div><table><tr><th>Operational area</th><th>Emissions area</th><th>Scope</th><th>t co2e*</th><th>% **</th></tr><tr><td rowspan="4">Energy, Waste &amp; Water</td><td>Fuel</td><td>1</td><td>10.4</td><td>8%</td></tr><tr><td>Electricity</td><td>2</td><td>11.4</td><td>9%</td></tr><tr><td>Waste</td><td>3</td><td>0</td><td>0%</td></tr><tr><td>Water</td><td>3</td><td>0.2</td><td>&lt;1%</td></tr><tr><td rowspan="4">Transport</td><td>School vehicles</td><td>1</td><td>0</td><td>0%</td></tr><tr><td>School trips</td><td>3</td><td>1.7</td><td>1%</td></tr><tr><td>Student commuting</td><td>3</td><td>46.6</td><td>38%</td></tr><tr><td>Staff commuting</td><td>3</td><td>17.6</td><td>14%</td></tr><tr><td>Food</td><td>Food</td><td>3</td><td>24.8</td><td>20%</td></tr><tr><td rowspan="2">Purchasing &amp; Uniform</td><td>Purchasing</td><td>3</td><td>10.4</td><td>8%</td></tr><tr><td>Uniform ***</td><td>Out-of-scope</td><td>24.5</td><td>n/a</td></tr></table></div><div></div></div> <div><div>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.</div><div>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.</div><div>Calculating your carbon footprint is a great first step on your decarbonisation journey. 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.</div><div>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.</div></div>	Operational area	Emissions area	Scope	t co2e*	% **	Energy, Waste & Water	Fuel	1	10.4	8%	Electricity	2	11.4	9%	Waste	3	0	0%	Water	3	0.2	<1%	Transport	School vehicles	1	0	0%	School trips	3	1.7	1%	Student commuting	3	46.6	38%	Staff commuting	3	17.6	14%	Food	Food	3	24.8	20%	Purchasing & Uniform	Purchasing	3	10.4	8%	Uniform ***	Out-of-scope	24.5	n/a	
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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> 19/11/25 <b>Review:</b> N/A	<b>Hayley Christopher</b>	Read emails as they come in. make sure we keep up to date with activities.	
<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> Sept 2025 <b>Review:</b> July 2026	<b>De Carden Hayley Christopher</b> <b>Eco council(pupils)</b> <b>Eco club (pupils)</b> <b>Shaun (site manager)</b>	School voted in a set of pupils to be part of eco council. These pupils would help the sustainability lead and head with ideas around school actions.  Eco club would meet weekly after school and work on different tasks to do with sustainability and would work through activities on 'Energy sparks'.	
<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> Sept 2025 <b>Review:</b> July 2026	<b>Hayley Christopher</b>  <b>De Carden</b>	School use facebook to show activities undertaken by eco club and other sustainability areas. We've shown visitors and special assemblies online and monthly updates of our energy sparks position.  New climate action and sustainability display to be made for all visitors, staff and pupils to see.  Climate action and sustainability links to picture news and weekly assemblies and within the curriculum, Science week links.	

## 1. Decarbonisation and Energy Efficiency

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

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>Review:</b>		We lease the site and it is Grade 2 listed. Site services have said that we cannot have a smart meter installed.  We use all the other elements of Energy Sparks.	
 <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> already started <b>Review:</b> every month		Bonney and Jarmin, heating specialist, control heating. It is on timers in line with the school day. Everything is set at recommended temperatures with thermostats.	
<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> already started <b>Review:</b> every 6 months		All radiators have these	
<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	<b>Start:</b> <b>Review:</b>		We lease the site and it is Grade 2 listed so we cannot have solar panels.	

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>				
<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: Sept 2025</b> <b>Review: July 2026</b>	Hayley Christopher  De Carden  Eco club/Eco council	Energy Sparks have some good ideas and examples <a href="#">here</a> . Energy audit worksheets <a href="#">here</a> and <a href="#">here</a> .  MIP have created an eco council and eco club that have a collection of pupils across the school. They meet and discuss ideas and plans with staff and make sure changes are being implemented. Following energy sparks, they have become more aware of ways school can become more sustainable and have created posters etc to advertise to other pupils.	
<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: July 2025</b> <b>Review: July 2026</b>	Eco club Eco council Staff Hayley Christopher	Hayley Christopher alongside eco council/club used the sticker system (alongside Aspire direction) for weekend and holiday switch off. They lead the check systems in the evenings/before holidays.	
<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	<b>Start: July 2025</b> <b>Review: July 2026</b>		Energy Sparks report average savings for secondary schools in 23/24 of £21,000 per year. 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. 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.	

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.			Hayley works with Eco club and council and work through the Energy sparks activities each week. We liaise with the head, the site manager and kitchen staff to see what we can all do collaboratively to make small changes.	
<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: July 2025</b> <b>Review: July 2026</b>		Energy Sparks have some <a href="#">editable checklists</a> you can use to create end of day/week/term checklists for classrooms and other areas  Eco club and council used the energy ticklist to do spot checks in term time. They then use these at end of terms, alongside the colour dot system, to check what can and cannot be turned off to save some energy.	

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: Sept 2025</b> <b>Review: July 2026</b>	<b>School cook</b>  <b>De Carden</b>	School cook spoke to aspens about menu changes. She recognised days where there was most waste and planned changes where the children would still benefit from the same nutritional content, however would waste less of the food.  Each week there is a plant-based menu day.	
<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	<b>Start: Sept 2025</b> <b>Review: July 2026</b>	<b>School cook</b>  <b>De Carden</b>	Currently, 1 day where it is fully vegetarian, with every day having at least 2 vegetarian options (including tomato pasta or jacket potato)	

interesting meat substitutes will make switching from meat easy and appealing!				
<b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b> Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.	<b>Start:</b> <b>Review:</b>	<b>Bridget Warne</b>  <b>Hayley Christopher</b>	ECO club analyse daily and weekly waste totals.	
<b>Start or improve composting and food waste facilities on-site</b> Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.	<b>Start: Sept 2025</b> <b>Review: July 2026</b>		Cornwall council finally implemented food waste collection services in our school area. Green food waste bins have been placed in the staff room and both playgrounds to help with waste at lunch/break times. Kitchen waste continues to be separated.  Eco club created posters for all bins around school with pictures to help all pupils access it – general waste, recycling and food waste.	

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

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				

<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: Sept 2025</b></p> <p><b>Review: July 2026</b></p>		<p>PTA have a uniform resale at each school event. They collect it and store it and sort it into sizes. This includes branded and non branded clothing.</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: Sept 2025</b></p> <p><b>Review: July 2026</b></p>	De Carden	<p>Only hoodies and jumpers must have logos on, with the option of polo shirts too and book bags for the younger classes. There are other optional additions but these are not essential and not many take them up. (has, bags etc).</p> <p>Pupils can buy non-logo'd uniform from cheaper outlets if they wish to.</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></p> <p><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 appliances that are the highest efficiency rating for that product.</p>	<p><b>Start:</b></p> <p><b>Review:</b></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: Sept 2025</b> <b>Review: July 2026</b></p>	<p><b>De Carden</b> <b>Hayley Christopher</b></p>	<p>This has now been implemented, with all staff reminding and checking at break and lunchtimes. Food disposal is easy (and done by them) at lunch time for school dinner pupils.</p> <p>Posters have been put up around school and all bins have been clearly labelled.</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: July 2025</b> <b>Review: July 2026</b></p>	<p><b>De Carden</b> <b>Hayley Christopher</b></p>	<p><a href="#">Cornwall energy recovery centre (St Austell)</a> offer <a href="#">free visits</a> 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. This is their <a href="#">'Recycling at School' resource</a> with some useful ideas.</p> <p>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></p> <p>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?</p> <p><b>Biffa</b> Education resources and workshops – info <a href="#">here</a></p> <p><b>Secondary resources:</b> <a href="#">Power of 10 have some secondary appropriate resources</a> (need to create free account).</p> <p>Visitors in to talk about it – Sustainability lead from Cormac for science week.</p> <p>Assemblies linked to reduce, reuse recycle happen frequently for the whole school.</p> <p>Its imbedded in the curriculum across subjects but also within day to day routines and discussions.</p> <p>picker pals initiative with Suez – website, videos and activity books. Done in eco club but perhaps could be further.</p>	



<b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b> 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.	<b>Start: July 2025</b> <b>Review: Sept 2026</b>		The Beach Guardian offer <a href="#">free assemblies and workshops for Cornwall schools</a> <a href="#">Final Straw Cornwall</a> run regular beach cleans <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. completed the – Count your plastic initiative during science eek 2024 and 2025	
<b>Establish procedures for the reuse of school supplies and equipment</b> 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.	<b>Start: July 2025</b> <b>Review: July 2026</b>		Aspire have a swap shop where schools can donate and swap out equipment they no longer require and other schools can ask for. MIP use the scrap store for lots of craft resources, these sometimes inspiring the art being done depending on what is available at the time.	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				

<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:</b> <b>Review:</b>		Very hard with our intake and catchment - we are a rural school with a catchment far and wide.  We promote Cycle to School Week and encourage people to walk to school but it is dangerous as there is no footpath and it is single track roads.	
<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.			See above	
<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:</b> <b>Review:</b>		These get run each year within the summer term for the older children in Year 5 and 6.  Bikes and scooter club is also run for KS1 children to develop their independence in using these and hopefully helping them	
<b>Install EV charging points</b> Install EV charging points in your car park for staff or parents and charge for usage.	<b>Start:</b> <b>Review:</b>		We don't own the car park.....	

## 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.	Start: Review:			
<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.	Start: already started Review: annually		Aspire Health and Safety team do this and we have procedures in place to deal with this when it happens such as: vacating the site to the woods; fans in each room; shade for playtimes; use of the public field; canopies	
<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.	Start: Review: July 2026		Elliot hut classrooms in particular.  Windows open, blinds shut, fans on and doors open for a through breeze when possible.  CO2 monitors in each room  Especially needed for AK and his health conditions – Heat means absence from school.	
<b>Consider measures to increase adaptation to flooding risks</b>	Start: Review:		Had an external speaker in to talk about Cornish flood defences (Cormac sustainability lead)–	

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).			Children participated in a key stage specific talk/assembly and then activities to build and test flood defences.  The school site is on a flood risk site so the Trust monitor this carefully. We are on the government SRP but do not currently have a site to build on.	

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:</b> <b>Review:</b>	<b>Sean – Site manager</b>  <b>De Carden</b>	Sean undertakes regular checks of the school grounds. If anything looks untoward, Sean is called in to check and then liase with correct services if required.  Water meters read monthly.	
<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: July 2025</b> <b>Review: July 2026</b>	<b>De Carden</b>  <b>Hayley Christopher</b>	South West Water offer <a href="#">free lessons and workshops</a> .  Weekly whole school assemblies are linked to different areas – could definitely include this as one of these so all pupils are accessing it and can discuss.	
<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: July 2025</b> <b>Review: annually</b>		Water Butt installed around side of class 2. Can be used for watering plants etc.	
<b>Install mechanisms to reduce water wastage</b>	<b>Start: already started</b>		Press taps installed when turn taps stop working.	

At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.	<b>Review: annually</b>		New toilets have flow reduction key.	

### 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 2025</b> <b>Review: July 2026</b></p>	<p><b>Hayley Christopher</b></p> <p><b>Eco club/council</b></p>	<p>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 <a href="mailto:southwestnaturepark@rhs.org.uk">southwestnaturepark@rhs.org.uk</a></p> <p>HC signed up to The nature park and will complete some of the activities with eco club in the weeks leading to Christmas 2025.</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: Sept 2025</b> <b>Review: July 2025</b></p>	<p><b>Hayley Christopher</b></p> <p><b>Eco club</b></p>	<p>Eco club established – lots of different activities completed alongside climate action and sustainability. Children have built a small greenhouse and research things they want to grow from spring.</p> <p>‘Turn grey to green’.</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: July 2025</b> <b>Review: July 2026</b></p>	<p><b>Hayley Christopher</b></p> <p><b>eco club</b></p>	<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> <p>Bee friendly plants planted in the playgrounds in the planters each spring.</p> <p>Science curriculum links to identifying different habitats and animals we get locally and how we can protect those.</p>	

			Eco club to map out local area and the potential habitats and wildlife and discuss the biodiversity and how we can keep it safe. Use The nature park resources – HC all signed up with a login.	
<p><b>Create accessible outdoor spaces that enable students to connect with nature</b></p> <p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>	<p><b>Start: July 2025</b> <b>Review: July 2026</b></p>	<p><b>De Carden</b> <b>Site manager</b> <b>Hayley Chrstopher</b></p>	<p>Despite being a small school, pupils have access to a variety of out door learning spaces. River, woods, village, beach, park all walking distance and used regularly.</p> <p>On site, small playgrounds however have a mud kitchen areas and outdoor space for Reception and KS1 children at all times.</p>	

## 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.	Start: July 2025 Review: July 2026		Eco council named and have badges and meet half termly.  Eco Club – meet weekly.	
<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.	Start: Review:			
<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.	Start: Review:	De Carden  Hayley Christopher	HC sent on sustainability day organised by aspire. She then gives relevant information to the rest of the staff.	
<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.	Start: Review:	De Carden  Hayley Christopher	HC attended Aspire sustainability day alongside other colleagues from Aspire and also from various other organisations within	



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.			cornwall. This allowed for networking and discussions	

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:</b> <b>Review:</b>		Primary: 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.  Wait for new curriculum to drop and review.	
<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 adding extra assemblies. <a href="#">Teach the Future</a> , Royal Meteorological Society ( <a href="#">Curriculum for Climate Literacy</a> ) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.	<b>Start:</b> <b>Review:</b>		Science week – visitors in. Cormac sustainability lead in both 2024 and 2025. Linked this to our geography and science 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	<b>Start:</b> <b>Review:</b>		Staff audit been created – need to do in Spring term	

difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.				
<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:</b> <b>Review:</b></p>		<p>We have close links to 'Under the canopy' who provide enriching outdoor classroom that links into all areas of the curriculum. They work with the class teachers to provide learning linked to the curriculum.</p> <p>Aspire have an Outdoor education lead and staff who can come into school.</p> <p>Class 1 have a very active free flow area into an outdoor classroom – including mud kitchen etc.</p> <p>We have great access to local woods, parks and a river – linking to all areas of the curriculum and provide great outdoor classroom opportunities across the curriculum.</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>Access the <a href="#">Climate Ambassadors scheme</a></b></p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Used STEM ambassadors for Science week in 2024 and 2025 (sustainability within Cormac and their reduce, reuse, recycling and then 2025 flood defences) – will look into climate ambassadors for 2026 for whole school assembly and activities.</p>	
<p><b>Include green skills as part of careers guidance</b></p> <p><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</p>	<p><b>Start: July 2025</b> <b>Review: July 2026</b></p>		<p>Primary Earth Cubs <a href="#">"What are Green Jobs?"</a></p> <p>Twinkl <a href="#">Green Skills and Careers resources</a></p> <p>Secondary <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" for schools</a> (free account creation needed)</p> <p>General</p>	

awareness of vocational options (e.g. Plumbing, construction, electrical).			Climate Ikigai is a nice concept – encouraging pupils (and adults!) to think about: what they love doing; what they're good at; what the world needs – <a href="#">more info here</a> .	
<b>Invite inspirational green careers speakers in to speak to pupils</b> Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a> , <a href="#">Inspiring the Future</a> , <a href="#">Speakers for Schools</a> to find speakers.	<b>Start: July 2025</b> <b>Review: July 2026</b>		STEM ambassadors been in, will make sure more are in this year. Invite parents in who have a job linked to sustainability and climate action?	
<b>Provide opportunity for all pupils to take leadership on sustainability</b> Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	<b>Start: July 2025</b> <b>Review: July 2026</b>		Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a>  Eco council and eco club – keep providing them the opportunities to be the leaders in activities and change – also give them the opportunities to talk to the whole school – assembly this year lead by them?	



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

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