Climate Action Plan

Chinley Primary School

2 year plan Autumn 2026 – Autumn 2027

Main point(s) of contact email: Let's Go Zero: Jo.Pettifer@letsgozero.org;
Climate Ambassador: ca-eastmids@nottingham.ac.uk
Nature Park: eastmidlandsnaturepark@ltl.org.uk

Help to deliver your plan				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Sign up to the Let's Go Zero campaign By joining this campaign, your education setting confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all education settings reach this goal by the end of the decade.	Start: Completed Review: Jan 2027	Peter Lambert	Sign-up completed on 19.11.2025 by Peter Lambert	Completed
Place a request for support with your Climate Action Plan on the STEM Learning page Regional Hub Managers will introduce your educational setting to the programme and will assist you in finding the right specialist volunteers in your area. Please get in touch via email: eastmids@nottingham.ac.uk	Start: Completed Review: July 2027	Peter Lambert Tracy Cadman	The school is signed up to the STEM ambassador system and we enjoy visits from science-based ambassadors already. October 2026 – first climate change ambassador working with KS2 children.	Registration is complete Regular visitors to school.
Register with the National Education Nature Park The Nature Park aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Completed Review:Autumn 2027	Peter Lambert Sue Deaville	Registration is complete. Plan with Sue Deaville now to look at how we can fit the work the Eco group are doing in with the project. Reviewed Oct 2026 – roll the programme forward. Staff member absent; restart activity on 2027.	Registration is complete

The ABCs of Climate Action Plans

A Climate Action Plan sets your education setting, nursery or college up for a sustainable future — whether it's through your buildings, outdoor spaces or curriculum. It's centred around four pillars which help bring about a multitude of wellbeing, learning and environmental benefits for your learners and your community:

Find out more: letsgozero.org climateambassadors.org.uk sustainabilitysupportforeducation.org.uk educationnaturepark.org.uk

- **A**daptation and resilience
- **B**iodiversity
- **C**limate education and green careers
- **D**ecarbonisation

1. 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**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Review:			
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Review:			
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days. See Let's Go Guide on cooling our school.	Start: Review:			
Consider measures to increase adaptation to flooding risks 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. Permeable paving); water storage (e.g. Rainwater harvesting).	Start: Review:			

	Start: Review:			

Water				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Check site for leaks using your water meter Check your site for any water leaks using your water meter. You can access a water audit from your water supplier (e.g. Severn Trent) or use the Anglian Water school water audit guide 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: Warning! Review:			
Raise awareness around water consumption and efficiency Consider engaging with your local water company who may have an education team (e.g. Severn Trent) or free resources on their websites, from assembly sessions and visits to schools to webinars, downloadable tools and guides, and more.	Start: Warning! Review:			
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: Consider Review:			
Install mechanisms to reduce water wastage 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. Let's Go Guide	Start: Mar '26 Review: Jan '27	Class reps for Eco group Cleaning and site staff	Ensure all taps are working correctly and ensure that there are no leaking toilets or leaking taps. Where this is identified then these should be repaired and taps replaced/mended. Staff member leading the initiative has been absent from school, restart activities from January 2027.	

	Start: Review:			

2. Biodiversity

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

Nature				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Take part in The Nature Park The Nature Park 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:			
Establish a gardening/nature club 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. Let's Go Guide	Start: Sept '25 Review: July '27	Sue Deaville Eco group representatives	The group is already in place although in its infancy; the area at the rear of the school is developed in to a 're-meadowed' area and encourages a range of plants and wildlife; in addition, an area of the field has been left with longer grass to support this. A working group of parents and staff also complete grounds work annually to create lovely green spaces.	
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' 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. Let's Go Guide	Start: Sept '25 Review: July '27	Sue Deaville Eco group representatives	The group is already in place although in its infancy; the area at the rear of the school is developed in to a 're-meadowed' area and encourages a range of plants and wildlife; in addition, an area of the field has been left with longer grass to support this. A working group of parents and staff also complete grounds work annually to create lovely green spaces.	

Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.	Start: Consider Review:			

3. Climate education and green careers

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

Culture				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Appoint a sustainability lead with sufficient PPA and support Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfil this role.	Start: Consider Review: July 2027		Currently named representative is Peter Lambert. Sue Deaville and Tracy Cadman are best placed to lead however need to consider time to complete and be effective. No TLR mechanism at our school however additional non-contact time could be negotiated with a suitable plan of activity.	
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives 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. Let's Go Guide	Start: Sept '25 Review: July '27	Sue Deaville	The club/group is already established and are completing ground work and recycling activities. New initiatives will take place through the year and their role school be evaluated in July 2026 to ensure it has been effective and consider next steps for the new academic year. 2026-27 academic will see a restart to the programme now staff member is back in post.	
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders, including PTA or parent representatives, 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.	Start: Consider for 2026-27 Review:		Work alongside HOC to begin with SD and PL to evaluate the action plan and progress which is being made. Adjust any plans or timescales in accordance with progress or barriers to success.	

Add sustainability plans, projects and successes to your school website and share through wider communications 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.	Start: Feb '26 Review: July '26	Peter Lambert	Publish this action plan on the school website; sign post parents to green activities in their local communities as well as national initiatives. Use newsletters to promote the activities which are taking place in school.	**Completed**

Curriculum				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Amend your curriculum to incorporate sustainability 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. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	Start: Consider a start Review:	Tracy Cadman	Review the science curriculum and highlight areas which are linked to sustainability. Consider if this is enough and do we have the resources linked to it. Does it fit better in PSHE? Is there any cross-curricular opportunities? Identify any CPD opportunities for individual and wider school staff.	
Survey staff on how they feel about teaching sustainability issues 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 template survey you can use.	Start: Apr '26 Review: July '27	Peter Lambert Tracy Cadman	Use the prepared questionnaire with staff to find out what is required from a CPD viewpoint. The questionnaire has been developed by the team already and is stored in Microsoft Forms.	

Share best practice and ideas internally This could include ensuring that sharing sustainable practices is on the agenda at curriculum meetings, departmental debriefs and teaching collaboration strategies. It could also involve CPD opportunities, tips in staff meetings, a peer observation focus, school bulletins and newsletters.	Start: Not yet Review:			
Create an environment where lessons can be taught outside in all subjects 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 Forest School Association, Learning Through Landscapes or the National Education Nature Park.	Start: Review:			

Green skills and careers				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: Do this Review: July 2027	Peter Lambert	STEM Ambassdor Mark Hayes has begun working with pupils; initial workshop in July '26; extended to full KS2 input looing at the use of solar power and sustainable energy; need to review pupil knowledge on fossil fuels.	**Completed**
Include green skills as part of careers guidance, and integrate green skills and career pathways in school career fairs Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical). STEM Ambassadors: Careers in Climate Change Virtual Careers Fair	Start: Review:			

Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.	Start: Review:			
Provide opportunities for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc. Check out some of the programmes below to further develop students' green skills: • WWF Green Ambassadors Schools Programme • Interclimate Network • Environment Leaders Programme • Teach the Teacher	Start: Review:			
	Start: Review:			

4. Decarbonisation

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

Energy – Behaviour Change				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				

Incentivise students to address energy usage 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. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	Start: Dec '25 Review: July 27		Baseline the energy use using one of the tools available and then review after the break but also compare data to the previous year. Liaise with the cleaning team to ensure that the heating is correctly set for the break. Discuss in class an establish leaders to deliver and do the checks; create posters to ensure this happens. Check data afterwards and then feedback afterwards. This should also happen every evening as per previous actions. Monitor the impact based on the information available from DCC. Oct 2026 – issues with installing a smart meter continue; therefore we are reliant on bills to calculate the impact of solar on the electricity costs.	
Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight (10th-23rd November 2025). 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.	Start: Nov '26 Review: Mar '27	Whole school community	Ahead of the Winter break ensure that the children are checking that everything which can be switched off for the break is. Baseline the energy use using one of the tools available and then review after the break but also compare data to the previous year. Liaise with the cleaning team to ensure that the heating is correctly set for the break. Discuss in class before the event and then feedback afterwards. This should also happen every evening as per previous actions.	
Implement a power down strategy for electrical devices and appliances 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.	Start: Dec '25 Review: July '27	Class representatives to Eco. Whole school community.	Baseline the energy use using one of the tools available and then review after the break but also compare data to the previous year. Liaise with the cleaning team to ensure that the heating is correctly set for the break. Discuss in class an establish leaders to deliver and do the checks; create posters to ensure this happens. Check data afterwards and then feedback afterwards. This should also happen every evening as per previous actions. Monitor the impact based on the information available from DCC.	
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) 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.	Start: Review:	EMET central team	Oct 2026 – issues with installing a smart meter continue; therefore we are reliant on bills to calculate the impact of solar on the electricity costs.	

Energy – Buildings & Infrastructure				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**

Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
★ **Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set** 18ºC is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43ºC (stored at 60ºC). 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%, according to the DfE.	Start: Review:			
Install LED lighting Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.	Start: Nov 2025 Review: Jul 2027	Peter Lambert and caretaker leading.	Caretaker to identify which classrooms are suitable for LED lighting. Budget from DFC available of £5k require quotes from DCC and other lighting firms to move forward. Oct '26 all replacement lights are LED as we begin to phase out halogen lighting.	
Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.	Start: Oct 2025 Review: Jul '27	Kat Newman leading on this.	Discussions with the energy providers are already underway and we have plans to have a smart meter installed by the end of 2025. Oct 2026 – issues with installing a smart meter continue; therefore we are reliant on bills to calculate the impact of solar on the electricity costs.	
Investigate the potential for solar panels 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 options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable.	Start: Sept 2025 Review: May 2026	Helen O'Curry (gov) and Peter Lambert leading in this. Finance Committee leading from strategic perspective.	Investigation in to the introduction of solar panels is underway. We have gathered quotes and now need to complete due diligence (Nov 25); engage with the Let's Go Zero team to check we are getting best value. May 2026 full solar panel installation – 84 panels funded through school private funds with a view to making 15-20% savings annually with a predicted payback time of 7 years.	**Completed**

Food				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**

Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Arrange a menu consultation through an external organisation e.g. ProVeg 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 Climate Action Advisor can send off your menu to ProVeg 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.	Start: Review:	EMET central team in-house catering		
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies. Canteen to Classroom has free, ready made resources to teach children about the food they eat: where it comes from, how it is made, and its impact on our health and the planet. Contact: martin.skingley@proveg.org	Start: Review:			
Weigh food waste from kitchen and plates, share results, and set a target to reduce this 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.	Start: Review:			
Start or improve composting and food waste facilities on-site 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. Schools Waste Action Club and Compost 'Check up'	Start: Consider Review:			

	Start: Review:			

Transport				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Run active travel campaigns Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. 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: Sept 2025 Review: July 2026	Sports Council	Sustainable travel is already promoted through our Sustrans activities. We need to collect data for the number of children who choose sustainable travel and report to parents. A cycle to School initiative started in Summer 2025 however has not been sustained – next steps are to try and develop this again or look at a walking group from Chinley Chapel.	
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer) e.g. Notts CC child cycle training	Start: Sept 2025 Review: July 2026	Vicki Cawthorn (PE lead)	All Reception Class children have 6 weeks of balance bike training annually and every Year 6 child has access to Bikeability annually. Both initiatives are funded through our Sports Premium funding and are included in our strategy.	
Consult staff on alternative ways of commuting Ask staff how you can best support them to reduce their commuting emissions. Explore including salary sacrifice schemes (such as cycle-to-work schemes, purchasing of EVs or season tickets for public transport) or car-pooling options e.g. Liftshare.	Start: Consider Review:			
Raise awareness of air quality around school Educate children on the impacts of air pollution (ex; run an assembly) and/or monitor air quality around school. For instance, sign up for Asthma and Lung's Clean Air Champions for a free air quality monitor and access to a range of resources linked to the	Start: Consider Review:			

curriculum. You may also consider running an anti-idling campaign to address air quality around the school.				
	Start: Review:			

Procurement				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
★ **Develop your uniform exchange and extend existing reuse practices.** 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!	Start: March 2026 Review: July 2026	PTA	Relaunch our uniform reuse options. Have this available on a set day each month so parents can come and swap uniform of just reuse. Rebrand this to a 'swap shop to save the planet' in order to reframe the policy.	
Reduce branding on uniform and other school items Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO_2 limits on embroidery and personalisation.	Start: Consider Review:		Governors to consider whether we need rebranding of the uniform (do we need the badge to identify the children?)	
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running	Start: Consider Review:		Ensure that all new purchases have the highest efficiency rating possible. Develop a policy around this type of procurement with governors.	

cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.				
Develop a Sustainable Procurement policy A Sustainable Procurement Policy is a document that outlines your school or MAT's commitment to purchasing in a way that is both sustainable and ethical. You can find some further advice and links on creating a sustainable procurement policy here.	Start: Not yet Review:	EMET central team		
	Start: Review:			

Waste				
Action	**Timeframe**	**Stakeholders**	**Notes**	**Progress**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Carry out a bin audit to ensure mandatory recycling requirements are being met New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Wastebuster has a useful toolkit you can use for doing a waste audit.	Start: Nov 2025 Review: Feb 2026	Y6 Monitors Peter Lambert Cleaning Staff	Through audits of what we are wasting ensure that we are putting items in the correct place. We already have three recycling stations for plastics, glue sticks and pens which is established. Deliver regular assemblies to ensure that waste is manged correctly and celebrate those classes which are good recyclers. All in place.	**Completed**
Provide students with education on the importance of reducing, reusing and recycling correctly 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	Start: Sept 2025 Review: July 2026	Eco group Sue Deaville Peter Lambert Kate Todd	Ensure that our PSHE curriculum meets with the climate action requirements and Eco groups lead assemblies around this area of the curriculum. Make very clear reference to the campaign by looking at developing displays, etc. Review our curriculum offer in line with the strategy.	**Completed**

economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources.				
Establish procedures for the reuse of school supplies and equipment 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; School Resources Exchange; Facebook Marketplace, etc.	Start: Consider Review:			
Run waste/plastic reduction initiatives or campaigns with pupils and staff 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 Plastic Free School or Plastic Clever School using their free resources.	Start: Consider Review:			
	Start: Review:			

Sustainability Support for Education

Sustainability Support for Education is an online service for sustainability leads. From setting up a sustainability team or embedding climate change in the curriculum, to carrying out an energy efficiency assessment or adapting for flooding and overhearing, you

National Education Nature Park

The National Education Nature Park brings together education settings into a virtual nature park, taking action to support nature's recovery. Curriculum-linked teaching resources and activities encourage a connection to nature, improve wellbeing, develop skills, knowledge and agency.

CLIMATE AMBASSADORS
In association with EAUC, STEM Learning and the University of Reading

For extra help with getting started or delivering your plan, you can register for free, in-person support from the Climate Ambassadors Programme or with their partners at Let's Go Zero.

climateambassadors.org.uk

LET'S GO ZERO 2030
Schools working together to be zero carbon

Climate Action Advisors are experts, who offer free support for schools, colleges, and nurseries across England. They support schools to understand their carbon impact, make effective plans, and find funding and resources. They work with schools of any size, even those that are just starting their sustainability journey. They also spotlight

can find all you need for planning a holistic approach.

sustainabilitysupportforeducation.org.uk

educationnaturepark.org.uk

local opportunities for how schools can work together.

letsgozero.org