

# Climate Action Plan

## Name of Education Setting

1 year plan Autumn 2025 – Autumn 2026

Main point(s) of contact email: [Let's Go Zero: Jo.Pettifer@letsgozero.org](mailto:Let's Go Zero: Jo.Pettifer@letsgozero.org):

Climate Ambassador: [ca-eastmids@nottingham.ac.uk](mailto:ca-eastmids@nottingham.ac.uk)

Nature Park: [eastmidlandsnaturepark@lta.org.uk](mailto:eastmidlandsnaturepark@lta.org.uk)

Help to deliver your plan				
Action	Timeframe	Stakeholders	Notes	Progress
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></p> <p>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.</p>	Start: January 2026 Review: January 2027	David Brown	Sign up completed January 2026	

## 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:

- Adaptation and resilience
- Biodiversity
- Climate education and green careers
- Decarbonisation

Find out more:

[letsgozero.org  
climateambassadors.org.uk](https://letsgozero.org/climateambassadors.org.uk)

[sustainabilitysupportforeducation.org.uk  
educationnaturepark.org.uk](https://sustainabilitysupportforeducation.org.uk/educationnaturepark.org.uk)



# 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
<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, suncream and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.	Start: October 2025 Review:	David Brown All staff	Annual assembly for children to remind of sun safety.  Sun safe policy adopted over many years and shared with all stake holders.  Weather alerts sign up for and being received.  Aircon throughout school	
<b>Build sheltered areas on playgrounds for heat resilience</b>  Use awnings/shading measures to provide adequate shelter for students on hot days. See Let's Go Guide on cooling our school.	Start: January 2026 Review: July 2026	David Brown Governing Body	Funding from fundraiser or budget to replace gazebo on playground to offer shading as well as the trees already on site.  Replace damaged parasols.	
<b>Consider measures to increase adaptation to flooding risks</b>  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:		No further actions at this time.  Green roof on one building. Two water butts installed Site encourages drainage due to being on slope	

Water				
Action	Timeframe	Stakeholders	Notes	Progress
<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 (e.g. <a href="#">Severn Trent</a> ) or use the Anglian Water school water <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	Start: January 2026 Review: January 2027	Sharron Ashby David Brown	Explore water audit available from Severn Trent and involve children as appropriate.	
<b>Raise awareness around water consumption and efficiency</b>  Consider engaging with your local water company who may have an education team (e.g. <a href="#">Severn Trent</a> ) or free resources on their websites, from assembly sessions and visits to schools to webinars, downloadable tools and guides, and more.	Start: April 2026 Review: April 2027	David Brown	Develop elements through assembly curriculum so covered by all classes and allow opportunities for discussion.	
<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.	Start: September 2025 Review: July 2026	David Brown	Purchase new water butts to replace damaged ones in Thrive Garden and have caretaker install and collecting water.	
<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 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. <a href="#">Let's Go Guide</a>	Start: January 2026 Review: July 2026	Martin Malloy David Brown	Caretaker to review water systems and the possibility of using water hippos to reduce water capacity in cisterns.  Push taps already in operation throughout school.	

## 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
<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. <a href="#">Let's Go Guide</a></p>	Start: April 2026 Review: April 2027	Lindsey Hayes	Consider further development to provide food, shelter and water for other wildlife.  Bat boxes, bird boxes already on site.  Birdfeeders through forest schools.	
<p><b>Have pupils carry out wildlife surveys</b></p> <p>Conduct wildlife surveys and habitat mapping using the <a href="#">Nature Park resources</a> or take part in activities such as the <a href="#">Big Birdwatch</a> with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.</p>	Start: April 2026 Review: April 2027	Lindsey Hayes	Look to include Wildlife surveys in Forest Schools work – including resources from Nature Park Resources  Annual involvement in Big Birdwatch	

## 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
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community.</p>	Start: Ongoing Review:	SLT	Promote as applicable	

Curriculum				
Action	Timeframe	Stakeholders	Notes	Progress
<b><i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i></b>				
<b>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.	Start: April 2026 Review: April 2027	David Brown	Develop elements through assembly curriculum so covered by all classes and allow opportunities for discussion.	
<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> .	Start: Ongoing Review: annually with budget	Lindsey Hayes David Brown	Forest Schools sessions happening weekly for all classes. This is provided by a Forest Schools lead employed by school. The space, including outdoor classroom is available at other times for use by classes.	

## 4. Decarbonisation

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

Energy – Behaviour Change				
Action	Timeframe	Stakeholders	Notes	Progress
<b>Take part in a switch off campaign</b>  Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight (10th-23rd November 2025)</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.	Start: January 2026 Review: January 2027	David Brown	Include as part of assembly programme annually  Promoted with children annually and recorded	

Energy – Buildings & Infrastructure				
Action	Timeframe	Stakeholders	Notes	Progress
<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 LED lighting</b>  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 <a href="#">reduce energy consumption from lighting by over 84%</a> .	Start: Ongoing Review:	Sharron Ashby	Replace old lights with LED as become defective  New buildings and replacements already have LED lighting. Most classrooms have sensor to allow lights to switch off when room not occupied, including toilets.	
<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 options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> .	Start: Ongoing Review:	EMET central team	Consider the use of roof space to develop further if grants become available.  Some installed on one building already	

Food				
Action	Timeframe	Stakeholders	Notes	Progress
<b>Start or improve composting and food waste facilities on-site</b> <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. <a href="#">Schools Waste Action Club and Compost 'Check up'</a></p>	Start: April 2026 Review: April 2027	Sharron Ashby Lindsey Hayes	Consider developing further food waste bins throughout school, or composting bins as part of Forest Schools.  Food waste separate bin through Erewash Council.	

Transport				
Action	Timeframe	Stakeholders	Notes	Progress
<b>Run active travel campaigns</b> <p>Participate in the three annual Active Travel Weeks: <a href="#">Living Streets</a>, <a href="#">Sustrans Big Walk and Wheel</a> and <a href="#">Cycle to School Week</a>. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park &amp; Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	Start: January 2026 Review: January 2027	Katie Ramsell-Smith (School council lead)	School council to take active role in Walk to School week and other initiatives.	
<b>Provide cycle proficiency lessons in school</b> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer) e.g. <a href="#">Notts CC child cycle training</a></p>	Start: April 2026 Review: April 2027	Alex Hall (PE Lead)  Sharron Ashby (SBM)	Offered to all children (at appropriate age) , although a low uptake, possibly due to the nature of the site. Look at ways to promote more to relevant year groups	Completed for year 2025-2026 in Autumn Term

Procurement				
Action	Timeframe	Stakeholders	Notes	Progress
<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>	Start: Ongoing Review:	Office staff and Jo Attenborough (Welfare Officer)	<p>Uniform cleaned and put out for parents/carers at different events and drop ins throughout the year for them to access / take.</p> <p>Continue to promote and develop further if possible.</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>	Start: On going Review:	SLT	<p>Only optional on Jumpers and T-shirts, parents can provide plain white shirts/t-shirts and royal blue jumpers.</p> <p>In place, review in line with any feedback</p>	

Waste				
Action	Timeframe	Stakeholders	Notes	Progress
<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.</p>	Start: April 2026 Review: April 2027	David Brown	Develop elements through assembly curriculum so covered by all classes and allow opportunities for discussion.	



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 overheating, you can find all you need for planning a holistic approach.

[sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk)



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.

[educationnaturepark.org.uk](https://educationnaturepark.org.uk)

## 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](https://climateambassadors.org.uk)

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 local opportunities for how schools can work together.

[letsgozero.org](https://letsgozero.org)