



# Climate Action Plan

## Prae Wood Primary School

One year plan: Autumn 2025 – 2026



### Introduction

A key initiative of DfE's [sustainability and climate change strategy for education](#) is 'sustainability leadership and climate action plans'. The strategy states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". This includes early years settings, schools, multi-academy trusts, colleges, and universities.

Sustainability leadership should be a group of people responsible for the development and implementation of a climate action plan. A climate action plan is a detailed plan to enable your education setting, or trust, to progress or commence sustainability initiatives.

There are many organisations providing courses, products, and services to support an education setting's approach to climate change. There are also many examples of excellent practice when it comes to sustainability and climate change in the education sector, and your individual setting or trust may already have a plan in place. Where this is the case we are not suggesting that you create a new plan.

Wherever you are on your sustainability journey, this non-statutory guidance and the support now available can help you get started or take the next step. A climate action plan should typically cover the following 4 areas, to align with [DfE's sustainability and climate change strategy](#):

- **Decarbonisation**, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
- **Adaptation and resilience**, such as taking actions to reduce the risk of flooding and overheating
- **Biodiversity**, for example engaging with the [National Education Nature Park](#)
- **Climate education and green careers**, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this

**Prae Wood Primary commit to continue with the following climate action plan:**

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the <a href="#">Let's Go Zero</a> campaign	Autumn B	Mrs Sheppard	Mrs Sheppard signed up 13/11/25 Mrs Gritz signed up in Autumn A 2025	Complete
<p>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.</p>	Autumn B	Melanie Parr - Let's Go Zero advisor	Melanie Parr will help us to complete this in Autumn B. Site Manager/Headteacher and Sustainability lead gave data at the end of October 2025. We needed to review some of the data and re-run – missing and inaccurate info for some parts.  Re-do every 12 months.	In Progress
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</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. Use the Let's Go Zero comms pack to do this.</p>	Autumn B	Mhairi Gritz Office admin	Sustainability LTP to be reviewed in 2025-26 and updated.  CAP added to the website in November 2025 and in the newsletter.	In Progress

<p><b>Set up a Sustainability Working Group</b></p> <p>Assemble a <a href="#">Sustainability Working Group</a> featuring different stakeholders across the school to collaborate and effect change. <b>Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.</b></p>	<p><b>Every half term</b></p> <p><b>Wednesday afternoon</b></p>	<p><b>Group below</b></p>	<p>Aim to meet every 4-6 weeks to update CAP on progress (half termly)</p> <p>See separate guidance.</p>	<p><b>In Progress</b></p>
<p><b>Progress Key</b></p>				
<p><b>Not Started</b></p>				
<p><b>In Progress</b></p>				
<p><b>Stalled</b></p>				
<p><b>Complete</b></p>				
<p><b>Sustainability Working Group Members</b></p>				
<p><b>Sustainability Leads:</b> Mhairi Gritz + Jenny Sheppard  Dani Palos  Andrew Woolford  Kate Phillips  Governors to be invited</p>				
<p><b>Climate Action Plan history</b></p>				
<p>Last reviewed:</p>				<p>September 2025</p>

# 1. Decarbonisation and Energy Efficiency

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

ENERGY				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install a smart meter</b></p> <p>Contact your energy and supplier to get smart meters installed for gas and electricity. 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>.</p>	Spring 2025	Site Manager	Site Manager to look into this	In Progress
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Access half hourly smart meter data once smart meter installed and review usage frequently and take steps to reduce.</p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a> – take a look at an <a href="#">example school dashboard</a>.) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually).</p> <p>Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>	Autumn 2026	SBM / Site Manager	Need to ensure we have access to what the solar panels are generating. We will look into whether this is possible.	In Progress
<p>★ <b>Optimise your heating settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>Reducing the temperature in a building by 1°C, or running for one hour less a day, can save 5% to 10% of your annual heating bill. Typical ideal temperatures:</p> <ul style="list-style-type: none"> <li>- <a href="#">Classrooms</a> and offices – 18°C (were at 22 C)</li> <li>- Corridors and sports halls - 15°C</li> </ul>	Spring A 2025	Site Manager	<p>We have a brand new boiler</p> <p>Currently have main building at 20°C and Nursery at 18°C</p> <p>Two zones. Office area and classrooms. Corridors – not much heating, kept lower on TRVs.</p>	In Progress

<p>- Hot water coming out of taps should be no higher than 43°C (stored at 60°C).</p> <p>Experiment with your heating schedule while maintaining comfort and making the most of 'residual' heating so that you are never paying to heat an empty building – e.g. reducing by 10% e.g. for a 6-hour day: turn heating off 30-40 mins earlier, for a 9-hour day = 1 hour.</p> <p>Explore whether you are only heating certain 'zones' (2 zones - main building and nursery) rather than the whole school, e.g. adjusting for afterhours use. There is more specific advice in the <a href="#">DfE's energy efficiency guidance</a>.</p> <p>County fitted hot water on timers in Toundrow in 2025.</p>			<p>Typically comes on 7am – 10. 1 – 6pm.</p> <p>6pm close. After school clubs every day held in most places.</p> <p>AM 7 – 10am heating is keeping residual heat for 3 hours in afternoon. So should be setting PM heating for 1 – 3pm.</p> <p><b>A 2°C reduction coupled with 3 hours less will see a noticeable cost saving.</b></p>	
<p><b>Improve lighting efficiency.</b></p> <ul style="list-style-type: none"> <li>- <b>Replace Nursery, Reception and Ash lighting with LED</b></li> <li>- <b>Install motion sensors on lights</b></li> </ul> <p>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>.</p> <p>Install motion sensors in 'unowned' areas that see only intermittent use, e.g. corridors, toilets, staff room. Ensure they are set appropriately for the area they're installed.</p> <p>Common lag times are 10-15 minutes for classrooms and 5 minutes or less for corridors and toilets.</p> <p>Install daylight sensors to maximise the use of natural daylight and reduce unnecessary use of energy intensive artificial lighting. Many motion sensors have daylight sensors as part of the unit. You can set the light level at which the lights will not come on by adjusting the dials on the sensors.</p>	<p><b>Over the next 2/3 years</b></p>	<p><b>Site Manager</b></p>	<p>LED in 90%. Only reception, nursery and Ash that need it. When they fail they are changed.</p> <p>Motion sensors in certain areas: Y3-6 classrooms + corridors in Juniors. Suggest not using these and encouraging staff and students to be responsible for switching off lights at the switch when light doesn't need to be on.</p> <p>Motion sensors needed in staff room, toilets, dining area, hall.</p> <p>Communicate to staff about switching all switches off at the end of every half term. Site Manager will discuss this every half term in the final staff briefing.</p>	<p><b>In Progress</b></p>

## ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Incentivise students and staff to address energy usage e.g. via a Energy Champions initiative</b></p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable.</p> <p>Incentivise engagement by electing ‘Energy Champions’ each week as a rolling class job to help teachers by carrying out a selection of activities on a regular basis – e.g. checking classroom temperatures, opening and closing blinds, ensuring lights and electrical equipment are turned off when not needed and at break times. Champions could have a lanyard or badge or be named on a board. Additional advice from <a href="#">Energy Sparks</a>.</p> <p><a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.</p>	Spring B	<p><b>Class teachers</b></p> <p><b>Eco warriors</b></p> <p><b>Energy Champions</b></p> <p><b>Mhairi Gritz to look at Energy Sparks resources and School Energy Action Hub</b></p>	<p>Quite often staff will open windows and have heating on. Teachers told not to adjust your thermostats.</p>	<b>In Progress</b>
<p><b>Improve energy-efficiency with staff throughout the school using reminders and automating power down settings on electricals.</b></p> <p>Encourage staff to support Energy Champions and model good energy-efficiency behaviours. Consider introducing <a href="#">power-down checklists</a> and stickers in each room to help provide reminders for staff and students, especially for before weekends and holidays.</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	To review	<p><b>Headteacher</b></p> <p><b>Mhairi Gritz</b></p>	<p>Use and refer regularly to the ESCC Energy Team energy checklist and Energy Saving Guide.</p> <p>When main hall visited, the large screen was left on.</p> <p>Energy focus in Sustainability Week 2026?</p>	<b>Not Started</b>

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Liaise with <a href="#">ProVeg</a> and their School Plates initiative for free support to review your menu.</b></p> <p>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Send your menu to <a href="#">ProVeg</a> for a free menu consultation and additional advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.</p> <p>Reduce the levels of <a href="#">beef and cheese</a> used throughout the menu. Increase your plant-based and vegetarian offers, whether this includes more hot meal options that incorporate beans, lentils and meat-alternatives such as Quorn, or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.</p> <p>This could be done by introducing a second meat-free day, or adding a 100% plant-based 'planet-friendly' day of the week, or ensuring there is at least one plant-based option as a main meal each day.</p> <p><a href="#">ProVeg</a> can offer free advice and support around this.</p>	Summer term	<p><b>Kitchen</b></p> <p><b>Eco warriors</b></p> <p><b>Mhairi Gritz to lead food waste campaign - assemblies, MSAs</b></p>	<p>With Aspens caterers. <a href="#">Menu</a> needs improving – currently does not highlight what is Vegetarian vs Vegan.</p> <p>Meat Free Mondays</p> <p>2 daily vegetarian options provided</p> <p>Vegan children - have bespoke menu</p> <p>We want to give children independence and choice to choose their own food (to encourage them to try)</p> <p>Spoons used (different sizes) for amounts of food for different year groups</p>	<b>In Progress</b>
<p><b>Teach about the importance of sustainable food choices during lessons, assemblies etc and link with gardening plans.</b></p> <p>Teach about the environmental impacts of food and the importance of choosing seasonal, plant-based, reducing food waste, local, organic, fairtrade, etc. Explain the importance of reducing consumption of high-emission foods such as <a href="#">beef and cheese</a>.</p> <p>Aim to increase uptake of plant-based meals through pupil-led assemblies and sampling of produce grown on-site.</p>	Summer term	<b>Mhairi Gritz</b>	<p>Green Schools Project (Year 5)</p> <p>DT - Cooking Sustainable slide (each year group has this)</p> <p>Moments of reflection - scale weighing to track food (started 13.11.25)</p>	<b>In Progress</b>

<p><b>Take steps to regularly measure and reduce food waste</b></p> <p>Run 'Food Waste Focus' weeks each term with students – involve them in daily weigh-ins during the week. Can tie into curriculum or eco-club activities to enhance their understanding of the scale of food wastage. <a href="#">WRWA</a> have some advice and tools to support.</p> <p>Report results to caterers to help them understand potential changes to dishes/menu (e.g. switching from baguettes to rolls).</p> <p>Sharing the results with teaching staff, pupils and the wider school community – e.g. with assemblies, in newsletters, can motivate everyone to reduce their food waste even further.</p> <p>Reduction actions could include introducing pre-ordering, regular communications and reminders, lessons and assemblies about food waste.</p>	Summer term	<b>Mhairi Gritz</b>	<p>Catering team have a commitment to reduce single use plastic and food waste. Pupils can make a selection at the servery - ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through pre-orders.</p> <p>Lunchtime is managed to reduce queuing time and to ensure all pupils are given time to eat and time to play to reduce food waste due to pupils feeling they do not have enough time to eat.</p> <p>Eco warrior food waste campaign</p> <p>Moment of reflections to remind pupils about food waste focus (Spring A onwards)</p>	<b>In Progress</b>
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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.</p> <p>Your CAA can provide a bin audit toolkit with label templates.</p>	Summer term	<p><b>Site Manager</b></p> <p><b>Mhairi Gritz</b></p> <p><b>Dani Palos</b></p>	<p>No recycling bins found in classrooms visited.</p> <p>Food waste bins needed in all areas food is prepared or consumed (including classrooms) - collected in KS1</p> <p>Need new bin placement, labelling, and improved system to ensure no recycling going in black bags. Eco warriors to bring recycling bins to Circle group to be able to relabel and redistribute)</p>	<b>In Progress</b>

<p><b>Contact your waste contractor to provide you with a sufficient number of external recycling and general waste bins</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. Review your main collection bins before they are emptied to see how these new requirements impact you (bins overflowing / underfilled). If changes are needed, discuss bin size, quantity and collection frequency with your contractor. Changes can result in cost-savings. Your CAA can help calculate approximately how many bins you may require.</p>	Summer term	Site Manager	<p>Currently have 3 general, 1 recycling. If everything separated out, should have an even number of both / more recycling.</p> <p>Liaise with Cleaning Manager to resolve issues with recycling not being put in correct bin. Advise different coloured sacks should be provided so that no recycling going in black bags.</p> <p>All bins labelled correctly</p>	In Progress
<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly and run initiatives and campaigns to support this</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce -&gt; Reuse -&gt; Recycle</i>' 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> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.</p> <p><b>e.g. plastic free packed lunches scheme with reward system, ensuring use of refillable water bottles and coffee cups.</b></p> <p><b>Ensure PTA are reducing, reusing and recycling effectively when running events.</b></p>	Spring / Summer term	Mhairi Gritz  Teachers	<p>Sustainability Week</p> <p>The Greens School Project</p> <p>Homework task in Spring term?</p> <p>Recycling pens - 1000s of pens have been recycled from school as Rymans has stopped the recycling programme. Each classroom has a new recycling pen box that can be sent to be recycled through the Edding pen recycling scheme.</p>	In Progress

			<p>Christmas Fair - PTA had recently labelled bins.</p> <p>7/11/25 - PTA ran a dressing up and sustainable uniform sale</p>	
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ <b>Develop a Sustainable Procurement Policy to use when selecting suppliers, products and services.</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.</p> <p>This involves researching and understanding the sustainability and ethical credentials of companies before buying from them, e.g. ensuring they do not take part in deforestation practices. Incorporating sustainable buying practices, e.g. buying in bulk, can also improve the sustainability of your procurement.</p> <p>Consider purchasing products that are second-hand, or were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste, or are energy-efficient.</p> <p>You can find some further advice and links on creating a sustainable procurement policy <a href="#">here</a>.</p> <p>General guidance blog - <a href="#">Sustainable Procurement in Schools</a>. Utilise <a href="#">School Resources Exchange</a> for second-hand (like eBay just for schools), organisations such as <a href="#">Green Stationery Company</a>, or <a href="#">Pure IT</a> for refurbished electricals.</p> <p>Where suitable, have a 'Wish List' of items that you ask the school community for as second-hand donations before buying new. Where suitable, encourage staff to look on online second-hand marketplaces for items.</p> <p>Information about <a href="#">sustainability on Amazon</a>.</p>	<p>Summer term 2026 / Autumn term 2026</p>	<p>Mhairi Gritz</p>	<p>Identify factors causing emissions from our regular or high value purchases - consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste</p> <p>Aim for 20% of regular and high value purchases moves to sustainable alternatives</p> <p>Ask regular suppliers if they have a carbon reduction plan and Net Zero Target. Plans received from regular suppliers and contractors</p> <p>Signed up to Watford Recycling Centre to source some Art and DT materials.</p> <p>Use of Herts Services 2 Schools contracts, which now include carbon reduction targets</p> <p>Review common purchases to identify more sustainable alternatives.</p> <p>Aim for 20% of common purchases moves to sustainable alternatives</p> <p>OPAL items collected from parents</p>	<p>Not Started</p>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Run Active Travel Campaigns and Initiatives</b></p> <p>Participate in annual Active Travel Campaigns. E.g., Living Streets' <a href="#">WoW campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a>).</p> <p>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, Friday Ride-Day, Bring Your Bike day. Ask the PTA or engaged parents for support with these.</p> <p>You may also consider running an anti-idling campaign to address air quality around the school.</p> <p><b>Pupils create posters to encourage parents to switch off engines outside school to reduce pollution levels in and around school premises.</b></p> <p><b>Air monitors used before and after initiative to measure impact (borrowed by Sustainability Hertfordshire?)</b></p> <p><b>Posters / newsletter used to share clean air zone and encourage parents not to idle.</b></p> <p><b>Eco warriors to monitor parent parking</b></p>	<p>Summer term</p>	<p><b>Helen Paine</b></p> <p><b>Mhairi Gritz</b></p>	<p>Parents / Carers of pupils in Yr 6 are encouraged to allow their children to be responsible for getting themselves to and from school.</p> <p>Monitored via Living Streets Travel Tracker. Award badges given monthly</p> <p>Bike bus being set up after Oct half term.</p> <p>Applied for bike rack funding (October 2025-MG)</p> <p>Community page - website (idling)</p> <p>Idling / air pollution campaign run by eco warriors with The Green House</p> <p>26.11.25</p> <p>Sustainability Week</p>	<p><b>In Progress</b></p>
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p>To review next Autumn</p>	<p><b>Helen Paine</b></p>	<p>Bikeability training offered to Year 6 pupils(Autumn A)</p> <p>Scooter training offered to Year 2 pupils (Summer)</p> <p>Balance bike training for Nursery / Reception (Spring B/ Summer A)</p>	<p><b>In Progress</b></p>



## 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
<p><b>Ensure staff understand how to heat and cool their rooms in the most energy efficient manner</b></p> <p>Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues. .</p> <p>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.</p>	Half termly briefing	<p><b>Headteacher</b></p> <p><b>Site Manager</b></p>	Briefing / staff meeting	<b>In Progress</b>
<p><b>Explore what modifications or measures can be installed in classrooms to prevent overheating</b></p> <p>Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. External blinds/awnings. Solar film can be used but may cause heat retention as well and limit light into classrooms.</p>	Review Autumn 2026	<b>Site Manager</b>	<p>2 new blinds in Year 3 in Autumn A</p> <p>Reflective panel to keep heat out</p>	<b>In Progress</b>

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install mechanisms to reduce water wastage</b></p> <p>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.</p> <p><b>Contact your local water supplier (Castle Water) to see if they do free water audits and installations – many do.</b></p>	<p>Review Autumn 2026</p>	<p>Site Manager</p> <p>Mhairi Gritz</p>	<p>Water continuously running in toilets. Need visit from local water company to visit and fix (audit and price)</p> <p>Push taps around most of school</p>	<p>Not Started</p>

### 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
<p><b>Engage in the free <a href="#">National Education Nature Park</a> programme</b></p> <p>The <a href="#">NENP</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>Summer B</p>	<p>Mhairi Gritz</p>	<p>The Green Schools projects (Year 5)</p> <p>Sustainability Week</p>	<p>Not Started</p>

<p><b>Increase wildlife habitats to support biodiversity</b> e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Manage your outdoor spaces specifically to provide / enhance habitats and provide food, shelter and water for a range of wildlife.</p> <p>There are numerous local / national grants and organisations that provide support in this area – such as the <a href="#">Wildlife Trusts</a> who offer a variety of ways to support schools through visits, resources and advice.</p> <p>Grant funding is often available for these improvements, and make use of the wider community for support and resources.</p>	<p>Ongoing</p> <p>Review Autumn A</p>	<p>Mhairi Gritz</p> <p>Site Manager</p>	<p>Would like to install bat houses and bird baths. Potential reinvigoration of kitchen pond near back area.</p> <p>Some wild patches are left and a wild flower meadow is being created - ongoing. Have wildflower seeds coming.</p> <p>Increase planting around border of wildflower area and add fencing with clear signage that the area should not be walked on or cut. Wildflower meadow - stakes and willow borders are being put in place in Aut B</p> <p>Mel sent info for Hedgehog Friendly Campus.</p> <p>New planters to be created</p>	<p><b>In Progress</b></p>
<p><b>Increase planting of available areas, including food growing</b></p> <p>Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.</p> <p><b>Follow HMWT improvement doc advice. More hedges around the boundary etc See document for ongoing projects - <a href="#">May 2024</a></b></p>	<p>Autumn 2026</p>	<p>Mhairi Gritz</p> <p>Site Manager</p> <p>Working parties</p>	<p>Students grow some initial food in new planters created - onions, garlic, carrots, potatoes, herbs.</p> <p>New fruit trees (~10) arriving in November – Woodland Trust. Will be doing a working party to plant those and children during Forest Schools in November 2025</p> <p>Need to ensure that a sufficient maintenance schedule is in place for watering saplings to ensure survival – especially over holidays. Clear signage and fencing to prevent Grounds</p>	<p><b>In Progress</b></p>

<p><b>Want to have one planter per class – 15 classes – currently 5 planters. Potential locations: borders by classrooms, raised bed by outdoor classroom</b></p> <p><b>Install outside tap on building closest to planters area to enable easier watering.</b></p>	<p>Costed for summer 2026</p>		<p>Maintenance teams accidentally strimming new trees.</p> <p>Consider using the borders near classrooms as growing spaces to reduce cost.</p> <p><b>Mel sent info for Butterfly Conservation – Wild Spaces</b></p> <p>Quote for new water tap - to be advised</p>	
<p><b>Gain additional support for running a Gardening / Nature Club</b></p> <p>The Gardening / Nature 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>Register your school with <a href="#">RHS Campaign</a> for School Gardening and receive a free welcome pack containing seeds and growing resources.</p> <p>RHS also offer <a href="#">school garden teacher training courses</a> to help more staff get involved.</p> <p>There are a number of nature organisations with ready made resources for schools. For example - <a href="#">Nature Park</a>, <a href="#">Wildlife Trusts</a> and their <a href="#">Wildlife Watch</a> scheme, <a href="#">Butterfly Conservation</a>, <a href="#">WWF</a>, <a href="#">RSPB</a>.</p> <p>Conduct <a href="#">wildlife surveys</a> and <a href="#">habitat mapping</a> using the NENP resources or take part in citizen science activities such as the <a href="#">Big Birdwatch</a> with the RSPB, <a href="#">Big Butterfly Count with Butterfly Conservation</a>.</p> <p>Ambitions for gardening working group to become more popular with parents and grandparents.</p>	<p>Summer 2026</p>	<p><b>Mhairi Gritz</b></p> <p><b>Headteacher</b></p> <p><b>Staff</b></p> <p><b>Volunteers</b></p>	<p>Put a call out in newsletter and social media for support – DBS check only £15 to become a volunteer at school.</p> <p>Gardening - summer term Year 2?</p> <p>Half termly eco working parties</p> <p>Activity: Pupils to create signage and decoration for wildflower area.</p> <p><b>Mel to send examples</b></p>	<p><b>In Progress</b></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

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Plan Eco Club activities to support CAP and engage whole school community</b></p> <p>Establish a student Eco Club and ensure it runs frequently. Plan a schedule of activities in advance and link them with the delivery of actions in your Climate Action Plan.</p> <p>Consider planning activities and actions that will be facilitated by the Eco Club, but include / impact the whole school community – e.g. running campaigns and initiatives, fund raising, setting up projects.</p> <p>Several organisations provide support with the management of Eco Club activities.</p> <ul style="list-style-type: none"> <li>• <a href="#">Green Schools Project</a> provides free resources to help set up and run a school eco-team, including a coordinator guide, information and activities you can do with pupils about the climate crisis, as well as guidance on how to run projects such as energy saving, youth activism, wildlife, food, waste and more.</li> <li>• <a href="#">Better Planet Education</a> - An online environmental education programme that can be used as an Eco Club curriculum for ages 5-18, with downloadable modules.</li> <li>• Young Climate Warriors are a charity offer <a href="#">Climate Change Club in a Box</a> – full of ready-to-use resources and activities.</li> </ul>			<p>Eco Club currently runs for 15 mins once a week – not sufficient time to deliver projects. Where possible, aim for at least 30 min, could be offered during lunch or as an after school club.</p> <p>Green Schools Project – launched November 2025 with Year 5</p> <p>Separate Eco Working Party ran in September and November 2025.</p>	<p><b>In Progress</b></p>

<p><b>Run regular school-wide sustainability initiatives to involve all pupils (and parents).</b></p> <p>e.g. Sustainable Swap events, gardening days, tie in STEM fair, sponsored walks, etc.</p> <p>Have an Eco-Calendar to collate all key events, dates and initiatives and share with staff.</p>	<p>Autumn 2026 to be reviewed</p>	<p>Mhairi Gritz</p> <p>PTA</p>	<p>PTA events - dressing up and sustainability uniform sale</p> <p>Recycling scheme (pens, paper and cardboard and plastic, batteries)</p> <p>Sustainably sourced OPAL equipment</p> <p>Sustainability Week - class litter pick</p>	<p><b>In Progress</b></p>
<p><b>Engage with local and national organisations and individuals – e.g. <a href="#">Climate Ambassadors scheme</a></b></p> <p>Arrange assemblies, activities and visits relating to nature and sustainability.</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>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a>, <a href="#">Inspiring the Future</a>, <a href="#">Speakers for Schools</a> to find speakers.</p>	<p>By Summer 2027</p>	<p>Mhairi Gritz</p>		<p><b>Not Started</b></p>

## Support Notes:

- Treat this Climate Action Plan as a live document covering a 12 month period. It will need to be recreated annually.
- Aim to meet with your Sustainability Working Group every 4-6 weeks to discuss progress and note updates – especially on the Tracker column
- You will need to re-gather your data and calculate your carbon footprint every 12 months – do this for free using [Count Your Carbon](#)
- For additional support, you can also use: [Sustainability Support for Education](#) - a DfE-funded project that helps settings on their sustainability journeys.

## Actions to consider for 2026-2027 Climate Action Plan

- Change taps in bathrooms to be sensor powered to avoid taps being left on
- Introduce grey water system for toilet flushing
- Ensure all sinks have access to plugs and pupils and staff are encouraged to not wash up under a running tap
- Explore feasibility of installing more solar panels – new roof suitable?



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