

# Climate Action Plan

## High Green Primary School












1 year plan 2025 – 2026



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### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **158.57 tonnes co2e\*** per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	 Fuel Usage	21.4	14%
	 Electricity Usage	17.1	11%
	 Waste Usage	0.1	0%
	 Water Usage	0.2	<1%
Transport	 Vehicles	0	0%
	 School Trips	1.9	1%
	 Student Commutes	12.9	8%
	 Staff Commutes	4.2	3%
Food & Drink	 Meals	28.6	18%
Purchases	 Spending	28.9	18%
	 Uniforms	43.3	27%



\*'t co2e' or 'co2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

# GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign ★</b></p> <p>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.</p>	<p><b>Start: Autumn 25</b> <b>Review: Spring 26</b></p>	<p>HT</p>	<p><b>Personal Development:</b></p> <p>The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them.</p>	<p><b>Complete</b></p>
<p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a> ★</b></p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p>	<p><b>Start: Autumn 25</b> <b>Review: Spring 26</b></p>	<p>SBM/SM</p>	<p><b>Personal Development:</b></p> <p>The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them.</p>	<p><b>Complete</b></p>

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<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).	<b>Start: Autumn 2</b> <b>Review: Spring 26</b>	<b>Climate Ambassadors/ SLT/SM</b>	<b>Personal Development:</b>  Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.	Let's Go Guide – Run an Energy Reduction Campaign.  Order stickers for switch off project.  In progress
<b>Monitor energy use on a regular basis through platforms such as Energy Sparks</b> Sign up to <a href="#">Energy Sparks</a> . This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.	<b>Start: Autumn 1</b> <b>Review: Spring 26</b>	<b>SM</b>		
<b>Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use.</b> Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.	<b>Start: Autumn 1</b> <b>Review: Spring 26</b>	<b>SM</b>		Complete
<b>Instruct all staff to follow heating efficiency practices e.g. turn heating down vs opening windows</b> Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat,	<b>Start: Autumn 1</b> <b>Review: Spring 26</b>	<b>Whole school staff</b>		<i>TRVs should be set to 2 or 3 as the default. If there are more than one in a room, they should both be set to the same temperature. If the room becomes too warm, this should be fed back to Ian along with the time (may</i>

when to open windows and how to be proactive rather than reactive to overheating issues.				<p>reveal opportunities to switch heating off earlier).</p> <p><i>In progress</i></p>
<p><b>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</b></p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.</p>	<p><b>Start: Autumn 1</b> <b>Review: Spring 26</b></p>	Whole school staff		<p>This can be done through behaviour change e.g. a daily switch off checklist for each room or through use of <a href="#">timer controlled plugs</a></p>

### ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p><b>Install a smart meter</b></p> <p>Contact your energy/ 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</p>	<p><b>Start: Autumn 2</b> <b>Review: Summer 26</b></p>	SM	<p><b>Personal Development:</b></p> <p>Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>SM to contact our provider. We have smart metres but not the APP.</p>
<p><b>Undertake a school audit to identify areas of thermal loss</b></p> <p>Thermal loss can be identified simply as cold patches by feel, but an infrared imaging camera will provide you with insight into insulation and differences in temperature that wouldn't be easily spotted. This can be done by the site manager or other staff. Advice here: <a href="#">How to ... improve insulation &amp; draught proofing - ACES</a></p> <p>DIY draft proofing- <a href="#">Draught proofing - Energy Saving Trust</a></p>	<p><b>Start: Autumn 2</b> <b>Review: Summer 26</b></p>	SM		<p>Aim here is to cheaply improve thermal insulation little by little without having to pay for a large project.</p> <p>Four classroom's have thermal insulation. SM to look into funding for other rooms.</p>

### PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<b>Weigh food waste from kitchen and plates and share results</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, and feed this back to your school caterer to make necessary changes to dishes/menu.	<b>Start: Spring term</b> <b>Review: Summer 26</b>	Taylor Shaw	<b>Personal Development:</b> The way our school goes about developing pupils' character through their Climate Conscious food choices is exemplary and is worthy of being shared with others. We work with our caterers plus schools across our region through the Let's Go Zero network, sharing our strategies and successes to benefit our wider schools family.	HT to speak to Taylor Shaw.
<b>Arrange a menu consultation through external organisation, e.g. <a href="#">ProVeg</a> and speak to Taylor Shaw about their sustainability offer.</b> Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Send off your menu to ProVeg for a menu consultation and advice on improving the planet friendly options. Consider reimplementing Meat Free Mondays.	<b>Start: October 20205</b> <b>Review: Spring 26</b>	Taylor Shaw		Complete

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER

<b>Run active travel campaigns and participate in active travel weeks e.g. <a href="#">Modeshift STARS</a></b>  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.	<b>Start: October 2025-cycle to school week</b> <b>Review: Summer 26</b>	<b>Sports Lead</b>	<b>Personal Development:</b>  We develop pupils' character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	In progress
<b>Monitor air quality around school</b>  Sign up for <a href="#">Asthma and Lung's Clean Air Champions</a> for a free air quality monitor and access to a range of resources linked to the curriculum.	<b>Start: Summer 26</b> <b>Review: Autumn 26</b>	<b>HT</b>		
<b>Install EV charging points</b>  Install <a href="#">EV charging points</a> in your car park for staff or parents and charge for usage. Make use of the government grant of up to £2500 available for each charging point (available until March 2026)	<b>Start: 2026</b> <b>Review: Summer 26</b>	<b>SBM/ HT</b>		

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<b>Improve recycling through education as part of assemblies or other whole school opportunities</b>  Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies  Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.	<b>Start: September 2025</b> <b>Review: Spring 26</b>	<b>HT/DHT</b>	<b>Personal Development:</b>  There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged	Complete and ongoing

<p><b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</b></p> <p>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.</p>		SBM	pupils consistently benefit from this excellent work for example by working in our Eco Team, delivering assemblies and coordinating our waste projects.	In progress
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## 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	SIP LINK	NOTES/TRACKER
<p><b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns ★</b></p> <p>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. Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert service</a></p>	<p><b>Start: Autumn 25</b> <b>Review: Autumn 26</b></p>	HT	<p><b>Leadership and management:</b></p> <p>Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events such as heatwaves.</p>	In progress

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p><b>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by <a href="#">Yorkshire Water</a>.</b></p> <p>Consider engaging with your local water company who 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</p>	<p><b>Start: Summer 2026</b> <b>Review: Autumn 26</b></p>	HT/DHT	<p><b>Spiritual, moral, social and cultural development:</b></p> <p>Our school sustainability work engenders acceptance of and engagement with the fundamental British values</p>	HT to organise trip for Climate Ambassadors. CA to then cascade info to school in assemblies.

and guides and more. Yorkshire water also offer free educational visits to their sites.			of democracy, the rule of law, individual liberty and mutual respect. Activities such as our Eco Team's Water conservation work ensure that children know how to value and respect our world.	
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### 3. Biodiversity and Green Infrastructure

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

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<b>Register with <a href="#">The Nature Park (NENP)</a> ★</b> The NENP 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.	<b>Start: Summer 2026</b> <b>Review: Autumn 26</b>	<b>Forest School Lead</b>	<b>Behaviour and attitudes:</b>  Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school action on protecting nature and in our gardening club work.	
<b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b> Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.	<b>Start: Autumn 25</b> <b>Review: Spring 26</b>	<b>Forest School Lead/Allotment Volunteers</b>		In progress – allotment  Forest School Lead project with Sheffield Hallam University.
<b>Increase planting of available areas in order to increase biodiversity e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b> Identify areas in your school grounds which could accommodate planting. Develop your outdoor spaces	<b>Start: Autumn 25</b> <b>Review: Spring 26</b>	<b>Forest School Lead/Allotment Volunteers</b>		Many elements exist already but may need reviving or advertising. Tree planting already planned.



(forest school or planting areas) to enhance biodiversity. 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.				
<b>Establish an allotment club</b> Set up a gardening club for students and consider how plants could be used and incorporated into school meals once grown to give students experience of growing their own food. Register your school with <a href="#">RHS Campaign</a> for School Gardening and receive a free welcome pack containing seeds and growing resources.	<b>Start:</b> <b>September 2025</b> <b>Review:</b> Spring 26	HT		In progress – Allotment volunteers

## 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	SIP LINK	NOTES/TRACKER
<b>Set up an eco-club for pupils to take leadership on issues (Student Climate Ambassadors)</b> Establish a student Eco Club. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	<b>Start:</b> Summer 2025 <b>Review:</b> Autumn 26	HT	<b>Personal Development:</b> The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go	Complete
<b>Appoint a sustainability lead with sufficient PPA and support</b> Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a> . Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.	<b>Start:</b> Summer 2025 <b>Review:</b> Autumn 26	HT		Complete
<b>Add sustainability goals/ projects/ successes to school website</b>	<b>Start:</b> Autumn 25	HT/SBM		

Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.	<b>Review: Spring 26</b>		Zero' project. As a result, pupils are more aware of their impact on the world around them.	
<b>Provide CPD opportunities for staff on sustainability</b>  Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK.  <a href="#">MoEE</a> has also compiled a list of staff training opportunities.	<b>Spring 2026 Review: Summer 26</b>	DHT		
<b>Apply for funding</b>  Submit an application for funding for one or more of your projects. (CAA to share appropriate funds and grants, where available).	<b>Start: Spring 26 Review: Summer 26</b>	HT		Funding listed in Rob's email and then updates sent regularly.

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Complete a curriculum audit &amp; incorporate sustainability</b>  <a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.	<b>Start: Spring 2026 Review: Summer 26</b>	DHT		
<b>Create an environment where lessons can be taught outside in all subjects</b>  Improve outdoor learning by setting up regular opportunities to learn in nature. You can get support and advice from the <a href="#">Forest School Association</a> , <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a> .	<b>Autumn 2025 Review: Summer 26</b>	DHT		ongoing Forest school.
<b>Set up a forest school</b>	<b>Start: September 2025</b>	Forest School Lead		

Trained member of staff already accredited as a Forest School Leader. Embed opportunities for all students to access Forest School regularly.	<b>Review: Summer 26</b>			
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GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<b>Access the <a href="#">Climate Ambassadors</a> scheme</b> Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	<b>Start: Spring 2026</b> <b>Review: Summer</b>	HT	<b>Quality of Education:</b> The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.	Let's Go Zero webinar – <a href="#">Supporting Students into Green Careers</a>
<b>Students to participate in green careers focused events/days</b> Investigate local university or college green careers events or connect with your local authority to find out what they could offer or help you run for your students.	<b>Start: Summer 2026</b> <b>Review: Autumn 26</b>	HT		Year 6 enterprise week- make it more green.



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