












Climate Action Plan



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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 co ₂ e*	% 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.

High Green Primary School

1 year plan 2025 – 2026

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Sign up to the Let's Go Zero campaign ★ 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.	Start: Autumn 25 Review: Spring 26	HT	Personal Development: 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.	Complete
Calculate your school's carbon footprint using Count Your Carbon ★ This free digital tool allows you to calculate the carbon footprint for your educational setting.	Start: Autumn 25 Review: Spring 26	SBM/SM		Complete

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
Take part in a switch off campaign ★	Start: Autumn 2 Review: Spring 26	Climate Ambassadors/ SLT/SM	Personal Development: 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
Monitor energy use on a regular basis through platforms such as Energy Sparks	Start: Autumn 1 Review: Spring 26	SM		
Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use. Setting appropriate evening and holiday settings can improve savings by ensuring that the nonessential building systems are shut down or reduced to minimum when unoccupied.	Start: Autumn 1 Review: Spring 26	SM		Complete

Instruct all staff to follow heating efficiency practices e.g. turn heating down vs opening windows	Start: Autumn 1 Review: Spring 26	HT Climate Ambassadors Whole school staff		<p>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 reveal opportunities to switch heating off earlier).</p> <p>In progress</p>
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight	Start: Autumn 1 Review: Spring 26	HT Climate Ambassadors 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 timer controlled plugs</p>

ENERGY – BUILDINGS & INFRASTRUCTURE

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Install a smart meter	Start: Autumn 2 Review: Summer 26	SM	<p>Personal Development:</p> <p>Our school consistently promotes the extensive personal development of</p>	SM to contact our provider. We have smart metres but not the APP.

Undertake a school audit to identify areas of thermal loss (including thermal imaging)	Start: Autumn 2025 Review: Summer 2026	Site Manager (SM) Sustainability Lead (Nickie Beal) Climate Ambassadors	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.	Thermal audit supported through the Tomorrow's Climate Scientists programme. Lizzy Freeman (LIN) completed Visit 1, meeting Climate Ambassadors and NB and completing a learning walk of school grounds. Future visits will use thermal imaging technology to compare insulation efficiency between older and newer ceilings (F2 and Y1). Findings will inform funding bids and future insulation priorities.
Work with Sheffield City Council Built for Change programme to install solar panels	Meeting held: 2025 Installation planned: 2027	Headteacher Site Manager Sheffield City Council – Built for Change	Personal Development Leadership and Management	Initial meeting held with Sheffield City Council Built for Change team. School identified as part of a funded solar panel installation project. Installation scheduled for 2027, supporting long-term carbon reduction, energy efficiency and sustainability education.

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER

Incentivise acquiring uniform through the uniform exchange – uniform swap shop.	Start: September 2025 Review: Spring 26	DHT	Spiritual, moral, social and cultural development: Our school activities such as our Uniform recycling work ensure that children know how to value and respect our world.	How to set up a school uniform swap shop - Climate Education Complete
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Weigh food waste from kitchen and plates and share results	Start: Spring term Review: Summer 26	Taylor Shaw	Personal Development: 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.
Arrange a menu consultation through external organisation, e.g. ProVeg and speak to Taylor Shaw about their sustainability offer.	Start: October 2025 Review: Spring 26	Taylor Shaw		Complete

TRANSPORT				
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ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Run active travel campaigns and participate in active travel weeks e.g. Modeshift STARS	Start: October 2025-cycle to school week Review: Summer 26	Sports Lead	Personal Development: We develop pupils' character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	
Monitor air quality around school	Start: Summer Review: Autumn 26	HT		
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: 2026 Review: Summer 26	SBM/ HT		

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Improve recycling through education as part of assemblies or other whole school opportunities	Start: September 2025 Review: Spring 26	HT/DHT	Personal Development: 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

Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.		SM	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
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns	Start: Autumn 25 Review: Autumn 26	HT	Leadership and management: Governors 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.	In progress

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER

<p>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by Yorkshire Water.</p>	<p>Start: Summer 2026 Review: Autumn 26</p>	<p>HT/DHT</p>	<p>Spiritual, moral, social and cultural development:</p> <p>Our school sustainability work engenders acceptance of and engagement with the fundamental British values 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.</p>	<p>HT to organise trip for Climate Ambassadors. CA to then cascade info to school in assemblies.</p>
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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
<p>Register with The Nature Park (NENP) ★</p> <p>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.</p>	<p>Start: Summer 2026 Review: Autumn 26</p>	<p>Forest School Lead</p>	<p>Behaviour and attitudes:</p> <p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school</p>	<p>Registered.</p>

Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'	Start: Autumn 25 Review: Spring 26	Forest School Lead/Allotment Volunteers	environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found is our whole-school action on protecting nature and in our gardening club work.	In progress – allotment Forest School Lead project with Sheffield Hallam University.
Increase planting of available areas in order to increase biodiversity e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'	Start: Autumn 25 Review: Spring 26	Forest School Lead/Allotment Volunteers		Many elements exist already but may need reviving or advertising. Tree planting already planned.
Establish an allotment club	Start: September 2025 Review: Spring 26	HT Allotment Volunteers SM		In progress – Allotment volunteers
Deliver Forest School across the school	September 2025 July 2026	NB- Forest School Lead	Personal Development	Forest School programme established and currently being delivered to the third class. Programme continues to expand across school

Plant new trees to enhance woodland biodiversity	Spring– Summer 2026	NB- Forest School Lead		60 new trees received and scheduled for planting in the school woodland area, supporting biodiversity, carbon capture and outdoor learning.
Achieve Rewilding Award in recognition of high-quality green spaces	Awarded: 2025	Headteacher Sustainability Lead	Personal Development Behaviour and Attitudes	School awarded the Rewilding Award in recognition of the quality, diversity and educational use of our green spaces, including woodland, allotment, outdoor learning areas and wildlife habitats. This validates the school's long-term commitment to biodiversity, outdoor learning and sustainability

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
Set up an eco-club for pupils to take leadership on issues (pupil Climate Ambassadors)	Start: Summer 2025 Review: Autumn 26	HT	Personal Development: The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide	Complete

Appoint a sustainability lead with sufficient PPA and support	Start: Summer 2025 Review: Autumn 26	HT	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	Complete
Add sustainability goals/ projects/ successes to school website	Start: Autumn 25 Review: Spring 26	HT/SBM	participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them`	Climate change section in place. Need more content
Provide CPD opportunities for staff on sustainability	Spring 2026 Review: Summer 26	DHT		
Apply for funding	Start: Spring 26 Review: Summer 26	HT		Funding listed in Rob's email and then updates sent regularly.
Participate in the <i>Tomorrow's Climate Scientists</i> programme	Autumn 2025 Review: Summer 2026	Nickie Beal Programme leads: Joelle Halliday & Lee Jowett Climate Ambassadors	Personal Development	Five visits allocated. Visit 1 completed with Lizzy Freeman (LIN). Pupils led a tour of the school grounds and discussed sustainability priorities. Future visits include use of thermal imaging

				technology and curriculum-linked climate science learning. Completion of all five visits may unlock up to £3,000 funding
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	CURRICULUM			
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit & incorporate sustainability	Start: Spring 2026 Review: Summer 26	DHT		
Create an environment where lessons can be taught outside in all subjects Improve outdoor learning by setting up regular opportunities to learn in nature.	Autumn 2025 Review: Summer 26	DHT		ongoing Forest school.
Set up a forest school	Start: September 2025 Review: Summer 26	Forest School Lead		

	*CPD / EXTERNAL PARTNERSHIPS			
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER

Engage with EcoTeach professional learning network	Autumn 2025	Nickie Beal	Quality of Education	EcoTeach session attended at Abbey School focusing on transformative learning and PlayPhonics. Learning to be shared with staff.
Attend regional sustainability and climate network meetings	Feb- April 26	Sustainability Lead Eco Team	Quality of Education	4 Feb: EcoTeach meeting covering Solar for Schools, Count Your Carbon, Green School Project and introduction to Carbon Literacy. 28 April: Eco Team meeting to learn about ROOTS Allotment.

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Access the Climate Ambassadors scheme	Start: Spring 2026 Review: Summer	HT	Quality of Education: 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 – Supporting Students into Green Careers
Pupils to participate in green careers focused events/days	Start: Summer 2026 Review: Autumn 26	HT		Year 6 enterprise week- make it more green.

5. Governance & Leadership

Governance – Strategic Oversight & Accountability

*LEADERSHIP & MANAGEMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER

Deliver a sustainability and climate change briefing for governors	Summer 2026	Term	Headteacher Sustainability Lead Governing Board	Leadership and Management	Dedicated governor briefing to strengthen strategic oversight of sustainability, climate action priorities and funding opportunities. Supports governors in meeting statutory responsibilities and understanding the school's Climate Action Plan.
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