

Note: This document is designed for use in a Let's Go Zero workshop with guidance from a Climate Action Advisor. You will need to add/remove actions during the workshop to make this plan bespoke to your setting.

'S GO

# Climate Action Plan

Tregolls Academy

1 year plan Autumn 2025 – 2026

**ZERO**  
2030



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## Progress Key

Not Started

In Progress

Stalled

Complete

Your school's carbon baseline: 197.76 CO<sub>2</sub>e Calculation: Month Year

Climate Action Plan history

★ = high carbon reduction actions

## RECOMMENDED FIRST STEP

### ACTION

#### 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 and gives you a baseline against which to measure progress, year on year.

Your schools total carbon footprint is estimated to be: 197.76 tonnes CO<sub>2</sub>e\* per year

Operational area	Emissions area	Scope	t CO <sub>2</sub> e*	% **
Energy, Waste & Water	Fuel	1	0.9	<1%
	Electricity	2	20.8	11%
	Waste	3	0.1	0%
	Water	3	0.8	<1%
Transport	School vehicles	1	1.1	<1%
	School trips	3	2.2	1%
	Student commuting	3	15.8	8%
	Staff commuting	3	60.2	30%
Food	Food	3	27.4	14%
Purchasing & Uniform	Purchasing	3	68.6	35%
	Uniform ***	Out-of-scope	36.3	n/a



### NOTES

Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.

Aligned with the Department for Education's [Sustainability and Climate Change Strategy](#), Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.

**Calculating your carbon footprint is a great first step on your decarbonisation journey.** It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.

**If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.**

### TRACKER

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> 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.	<b>Start: Sept 2025</b> <b>Review: Ongoing.</b>	Luke Rees	The school have signed up to the campaign as part of the trusts wider strategy.	
<b>Set up a sustainability working group</b> Assemble a Sustainability Working Group featuring different stakeholders 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.	<b>Start:</b> <b>Review:</b>	Luke Rees	Ensure that the working party has a member of the SLT, teacher, TA and pupils on the group. Consider the input of parents and carers into this role.	
<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b> Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to	<b>Start:</b> <b>Review:</b>			


showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.

# 1. Decarbonisation and Energy Efficiency

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

NB. Carbon Neutral Cornwall have a brilliant [Schools Net Zero Tool Box](#) with lots of local resources signposted

## ENERGY – BUILDINGS AND RETROFIT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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 a smart meter</b> Contact your energy and/or water supplier to get a smart meter installed. 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> .	<b>Start: May 2025</b> <b>Review: January 2026</b>	Site Manager	Smart meters have now been installed in the school for Gas and Electricity. This means that the school are able to track their energy usage on a weekly basis.  The information is not yet shared with staff/pupils to have a clear impact on the amount used.	
 <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b> 18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). 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%, <a href="#">according to the DfE</a> .	<b>Start: October 2025</b> <b>Review: May 2026</b>	Site Manager	Heating temperatures are controlled centrally by the local authority, this includes the time the heating comes on, turns off and the temperature of the rooms.	
<b>Install TRVs on radiators</b> Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	<b>Start: November 2025</b> <b>Review: May 2026</b>	Site Manager	Review with the site manager – do we have these in classrooms, what are they set at? Can we turn them up or down?	

<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> .	<b>Start:</b> <b>Review:</b>	<b>SLT/Site manager</b>	The school has these fitted and in place – staff and pupils to understand how they offset the schools current electricity costs. How is the energy collected and used?	
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ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Incentivise students to address energy usage</b> 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. <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.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> July 2026	<b>Hannah Hooper – Student council lead</b>	Eco council to form part of the school council and meet fortnightly.  Consider ways in which energy data can be fed into some of the school curriculum with links made to areas such as Geography, Science and PSHE.  Develop inter-class competitions to see who can reduce energy use – how does this impact the whole school.  Energy Sparks have some good ideas and examples <a href="#">here</a> .  Energy audit worksheets <a href="#">here</a> and <a href="#">here</a> .	
<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). Running campaigns before the holiday period (such as a summer	<b>Start:</b> <b>November 2025</b> <b>Review:</b> July 2026	<b>All stakeholders – driven by the</b>	The trust conduct a clear big switch off every half term – school to ensure that we holiday on holiday, reduce the amount of electricity we use.	

switch-down) can lead to reduced energy use over the holiday period.		<b>student eco council.</b>	Ensure that there is a clear comparison in place holiday by holiday – what systematic changes made had the biggest impact and why?	
<b>Monitor energy use on a regular basis through dedicated platforms</b> Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</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). 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.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> July 2026	SLT	Consider the most effective ways to share the information with the student body – eco council could feedback and this could be added to the notes.  There is a pupil dashboard so students can get involved with monitoring and understanding energy usage, bills, and savings.	
<b>Implement a power down strategy for electrical devices and appliances</b> 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.	<b>Start:</b> <b>November 2025</b> <b>Review:</b> July 2026	All stakeholders	Energy Sparks have some <a href="#">editable checklists</a> you can use to create end of day/week/term checklists for classrooms and other areas.  Work alongside the site manager to ensure that there is effective power down periods. Could this be part of their role and checking? Could it be part of the opening up tasks?	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b> 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 Advisor can send off your menu	<b>Start:</b> <b>Review:</b>			

to <a href="#">ProVeg</a> 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.				
<b>Increase the number of planet friendly, meat-free options on offer every day</b>  Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!	<b>Start:</b> <b>Review:</b>			
<b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</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. 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.	<b>Start:</b> <b>January 2026</b> <b>Review:</b> <b>July 2026</b>	<b>Catering Staff/SLT</b>	Ensure that there is a school wide display that considers the following:  Daily, weekly and yearly food waste totals.  Review it week by week and consider whether certain menu choices causes an increase in food waste. Consult the children on why this is the case.  Ask for all food waste and packaging to be returned home by pupils who are eating a packed lunch. This will reduce the schools waste and the cost to the school to dispose of this.	
<b>Start or improve composting and food waste facilities on-site</b>  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.	<b>Start:</b> <b>Review:</b>	<b>Site manager/SLT</b>	The school has food waste bins in the staffroom, check that these are used and consider other areas of the school where these might be placed.	

NB. Riverford's [Chefs in Schools campaign](#) offers fully funded training course for schools across the southwest

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>				
<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>	<p><b>Start: Sept 2025</b></p> <p><b>Review: July 2026</b></p>	PTA	<p>The school currently has a resale service which is run by the PTA and ensures that uniform is clean, in good condition and the funds are re-invested into the school/children.</p> <p>Work with the PTA to know how many items are resold – consider this as a % of uniform purchased.</p> <p>Look at advertising this ensuring that parents know how and where they can purchase the items.</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>	<p><b>Start: Sept 2025</b></p> <p><b>Review: July 2026</b></p>	SLT	<p>There is no requirement for families to purchase branded items. There are currently only 2 items that we ask that have branding – these are not specified and we can provide recycled alternatives.</p>	
<p><b>Follow sustainable practices when choosing products</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. This action can follow or support the development of a sustainable procurement policy.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>		<p>There is an example Sustainable Procurement Policy from Our Schools Our World Suffolk here: <a href="#">Microsoft Word - Sustain. procurement 2021.doc</a></p> <p>And some other information here: <a href="#">Procurement – Our Schools, Our World</a></p>	
<p><b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b></p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>				
<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. Your CAA can provide a bin audit toolkit with label templates.</p>	<p><b>Start: Sept 2025</b> <b>Review: July 2026</b></p>	<p>SLT/Site Manager</p>	<p>Consider with the pupils how bins are used – currently all waste goes into general waste, how could we begin to recycle outside?</p> <p>Review the food items allowed in school does this impact the amount of waste produced?</p>	
<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. Your CAA can provide additional resources on request.</p>	<p><b>Start: Sept 2024</b> <b>Review: Jan 2026</b></p>	<p>SLT/Site team</p>	<p><a href="#">Cornwall energy recovery centre (St Austell)</a> offer <a href="#">free visits</a> for schools – Build this into the schools wider offer.</p> <p>Pupil engagement and leadership – pupils in Y6. How can we create a level of gamification? School based competitions and challenges.</p> <p><b>Waste audit resources</b></p> <ul style="list-style-type: none"> <li>- WRAP have resources for school waste audits <a href="#">here</a>.</li> <li>- Green Schools Ireland have a resource <a href="#">here</a> and <a href="#">here</a></li> <li>- Wigan Council have a school waste audit worksheet <a href="#">here</a></li> </ul> <p>Work with students to explore how this can be encouraged/incentivized? Can the students make some videos/reels? Can this be made into a house/year group competition?</p> <p><b>Biffa</b> Education resources and workshops – info <a href="#">here</a></p>	



			Secondary resources: . <a href="#">Power of 10</a> have some <a href="#">secondary appropriate resources</a> (need to create free account).	
<b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b> 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.	<b>Start: Jan 2026</b> <b>Review: July 2026</b>	<b>SLT/Class Teacher</b>	Look at effective ways to incorporate this into the school curriculum, how can it be part of the wider cultural values that the children uphold in terms keeping the areas we live in tidy.  The Beach Guardian offer <a href="#">free assemblies and workshops for Cornwall schools</a>  <a href="#">Final Straw Cornwall</a> run regular beach cleans	
<b>Establish procedures for the reuse of school supplies and equipment</b> 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; <a href="#">School Resources Exchange</a> ; Facebook Marketplace, etc.	<b>Start: May 2025</b> <b>Review: Ongoing</b>	<b>Trust operations manager/Site team</b>	The trust already have an online market place this means that tables, chairs and office supplies are placed in this area. Schools are then able to view and reuse these.	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Run active travel campaigns</b> Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</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 & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	<b>Start: March 2026</b> <b>Review: July 2026</b>	Nick Barber	The school currently runs a bus service which approximately 14 children access. This collects children from around the city. This reduces the number of cars travelling to the site.  Plan in monthly walking bus/cycle to school initiatives. There is currently a school bike storage area, this is empty, therefore a promotion of this might help raise awareness of this facility. Work alongside the PE coordinator to put this into place.	
<b>Develop an active travel plan</b> Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.			Cornwall Council and Sustrans have created a great guide <a href="#">here</a>  Hawkesbury School have a lovely ' <a href="#">active travel</a> ' <a href="#">page on their website</a> with an active travel map and additional information. This has been developed with Modeshift STARS.  Bike buses are parent-led initiatives that run weekly (or less regular) bike rides along a designated route, picking up children along the way. They can increase cycling confidence and are an effective way of highlighting the need for better cycling infrastructure. Info and resources <a href="#">here</a> , and <a href="#">here</a>	
<b>Provide cycle proficiency lessons in school</b> 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).	<b>Start: Sept 2025</b> <b>Review: Nov 2025</b>	Nick Barber	Yr5 and 6 pupils have completed there level 1 and 2 cycling proficiency.	
<b>Install EV charging points</b> Install EV charging points in your car park for staff or parents and charge for usage.	<b>Start:</b> <b>Review:</b>			

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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	NOTES	TRACKER
<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>Conduct a climate resilience audit</b> Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	<b>Start: March 2026</b> <b>Review: July 2026</b>	Site manager/SLT	There is currently a new site manager being appointed for the school. Once in post, a climate resilience audit will be completed.	
<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, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.	<b>Start:</b> <b>Review:</b>			
<b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b>	<b>Start: March 2026</b> <b>Review: July 2026</b>	Site manager/SLT	Ensure that all rooms have CO2 monitors and that these are in good working order.  Work with the site team to consider the most effective methods of ventilation, especially during	

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.			the warmer months where fans were required to keep children cool.	
<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. Pavements); water storage (e.g. Rainwater harvesting).	<b>Start:</b> <b>Review:</b>			

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>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 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.	<b>Start: Nov 2025</b> <b>Review: March 2025</b>	<b>Site Manager</b>	Work with the site manager to complete a comparison of water use over the past 12 months – are there any possible leaks within the school? How can we identify these?	
<b>Raise awareness around water consumption and efficiency</b>  Consider engaging with your local water company who may 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 and guides, and more.	<b>Start: Jan 2026</b> <b>Review: May 2026</b>	<b>SLT</b>	Contact South West Water offer <a href="#">free lessons and workshops</a> .	

<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.	<b>Start:</b> <b>Review:</b>		Your water company might provide one? Or ask parents and wider school community if anyone has one they are happy to donate.	
<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. Check your water supplier to see if they do free water audits and installations.	<b>Start: July 2025</b> <b>Review: Ongoing</b>	<b>Site manager.</b>	Existing taps limit the amount of water used and are on a timer and therefore limit the amount of water used when using taps.  All toilets have a short flush system to limit the amount of water used.	

### 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
<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>				
<p><b>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</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><b>Start:</b> December 2025 <b>Review:</b> Ongoing</p>		<p>The South West now has two National Education Nature Park reps who can help you navigate the website and resources and provide additional support and ideas. The contact email is southwestnaturepark@rhs.org.uk</p> <p>Sign up for the nature park as a school and consider the way in which the activities can be built into the schools existing curriculum.</p>	
<p><b>Establish a gardening/nature club</b></p> <p>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.</p>	<p><b>Start:</b> January 2026 <b>Review:</b> Ongoing</p>		<p>Contact one of the parents who owns their own landscaping business and consider ways to start a simple growing club in Reception and KS1.</p>	
<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.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p><a href="#">Cornwall Climate and Nature Fund</a> has grants to match fund up to £5000</p> <p>The <a href="#">Forest for Cornwall Programme</a> can support and advise with tree planting</p> <p>The Eden Project have a <a href="#">whole host of lesson plans</a> and you can book trips to visit</p>	

<p><b>Create accessible outdoor spaces that enable students to connect with nature</b></p> <p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>	<p><b>Start:</b> <b>February 2026</b> <b>Review:</b> <b>Ongoing</b></p>		<p>Work alongside the schools wild tribe trained staff member to review the school site and consider the following:</p> <ul style="list-style-type: none"> <li>-Where could a wide tribe space be developed?</li> <li>-What resources will be required to ensure that this is manageable?</li> <li>-What spaces can we use within the site to explore our local environment? Link with the Geography and Science Leads to ensure that this links to the school curriculum.</li> </ul>	

## 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

NB. [Green Charter for schools in Cornwall & the Isles of Scilly](#)

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> 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.	<b>Start: July 2025</b> <b>Review: Ongoing</b>	SLT	There is already a number of pupils who are part of a wider eco team, 2 of these then join the school council meetings to ensure that information is shared between the two groups.	
<b>Set up a sustainability award for students or classes</b> Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	<b>Start: March 2026</b> <b>Review: July 2026</b>	SLT	Leaders to review the available rewards and consider the actions towards achieving this.  Review Energy Sparks and consider how the engagement in activities can raise awareness.	
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	<b>Start:</b> <b>Review:</b>			
<b>Support your staff to attend local sustainability networks &amp; events</b> Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend.	<b>Start:</b> <b>Review:</b>			



You can include the Let's Go Zero <a href="#">webinar schedule</a> in your CPD offer plus events from <a href="#">UKSSN</a> , <a href="#">National Education Nature Park</a> and other offers local to your school.				

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Complete a curriculum audit</b> Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.	<b>Start: January 2026</b> <b>Review: Ongoing</b>	SLT		
<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.	<b>Start: January 2026</b> <b>Review: Ongoing</b>	SLT		
<b>Survey staff on how they feel about teaching sustainability issues</b> 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	<b>Start:</b> <b>Review:</b>			

difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.				
<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> .	<b>Start:</b> <b>Review:</b>			

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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>Access the <a href="#">Climate Ambassadors scheme</a></b> Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	<b>Start:</b> May 2026 <b>Review:</b> Ongoing	SLT		
<b>Include green skills as part of careers guidance</b> <b>Integrate green skills and career pathways in school career fairs</b> Engage with the National Education Nature Park <a href="#">Green Skills framework</a> for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical).	<b>Start:</b> <b>Review:</b>		Earth Cubs <a href="#">‘What are Green Jobs?’</a> Twinkl <a href="#">Green Skills and Careers resources</a>  <a href="#">WWF Sustainable Futures Green Futures - Curiosity Connections</a> . Resources and workshops for schools in the West of England.	

			Power of 10 has a good <a href="#">‘Careers Guide Book’ for schools</a> (free account creation needed)	
			Climate Ikigai is a nice concept – encouraging pupils (and adults!) to think about: what they love doing; what they’re good at; what the world needs – <a href="#">more info here</a> .	
<b>Invite inspirational green careers speakers in to speak to pupils</b>  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.	<b>Start:</b> <b>Review:</b>			
<b>Provide opportunity for all pupils to take leadership on sustainability</b>  Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	<b>Start:</b> <b>September 2026</b> <b>Review:</b> July 2026	<b>Pupil Parliament Lead</b>	Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a>  -The current student council have sustainability representatives.  -Consider the actions that they can take when attending the meetings and think about school wide projects/actions that can support this.	



[www.letsgozer.org](http://www.letsgozer.org)

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