

Climate Action Plan

Shincliffe CofE Primary School

1 year plan Autumn 2025 – 2026



john.broderick@letsgozero.org

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	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 Review: Spring	PR, LR, NC, whole school and Sustainability Governor		
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 Review: Spring	PR, LR, NC, whole school and Sustainability Governor		
Sign up to the Sustainability Support for Education A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

1. Decarbonisation and Energy Efficiency

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

ENERGY				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Energy – Electricity <ul style="list-style-type: none"> Start Energy champions group Look at lighting and saving energy in school - coloured stickers on lights and monitors for whiteboards. Assembly about actions/ campaign etc Implement power down strategies and switch off campaign – See the POD. 	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	<ul style="list-style-type: none"> LED lights to be installed (5k worth of savings – pay back within 2/3 years. switch off keep record and introduce rewards – Think about lighting in rooms – too bright/ not bright enough – lighting survey. Power down strategies for devices Plug energy device monitors – OASES have to loan 	
Energy – Gas <ul style="list-style-type: none"> Monitor regularly through system link – Ensure BMS has efficient timings and temperatures set for school day Instruct staff to follow heating efficiency practices and turn down heating and catering and all staff trained on energy and efficient use of burners and cookers. Monitor half hour usage using systems link Talk to staff about how to heat rooms efficiently. Open windows – flush the room and then close window. 	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	<ul style="list-style-type: none"> Fixed preheat pattern of boiler – need to optimize the timings and settings of these – some electrical use when chn aren't in school is needed. Heating – 6 am-1pm and heated to 18 degrees – suggest this. Might seem cool but then not over heating rooms. Next biggest energy user is the kitchen (Lighting first then kitchen)/ 	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
School Supplies Establish the reuse of supplies (School resources Exchange) – consider life cycle costs of items when buy new items and think do we need to purchase.	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	Purchasing and spending Waste is small part of emissions Find a way of buying lowest carbon, most efficient options – Include sustainability as part of criteria for purchasing – recycled content/ nontoxic materials – introduce Fairtrade options etc.	
School Uniform Reuse uniform through Uniform Exchange: reuse PE kit and try fundraising shop with surplus uniform – app for selling items? Incentivise donations – fundraiser Upcycling of uniform – student led	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Waste at Lunchtimes Continue work started with Waste Warriors and REFUSE group – monitor lunch waste	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	Explain reasons for eating less meat and reducing food waste.	
SNAG meetings Increase offer on multiple days of meat free options – eg: sandwiches	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Travel to School Run active travel week each term (Sustrans and Living Streets) Walk on Wednesdays?	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	Bike and scooter racks – bike ability and scooter sharing Encourage lift sharing Student and staff transport – promote walking/cycling public to school Talk to LA regarding safety of road – think of park and stride	
Electric Charge Points Grant Scheme – free charger but not free installation – runs out in March – check this DFT. Check Tarif charges	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	Encourage Staff Carpool Offer staff cycle to work scheme	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Waste Sorting and Labelling Waste bins for: food, mixed recyclables and land fill waste – should have three bins	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	<i>Schools against Plastic</i>	
Use of Paper in school Increase online communications with parents through email and text messages. As many ways as possible to create a paperless way of communication	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		
Recycling bins in all classrooms Ensure all recycling bins in classrooms are labelled and used properly. System for monitoring paper waste – teacher photocopying/ waste in class?	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

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
Playtime outside Build sheltered areas in the playground Evaluate where shaded areas are and encourage use during hot days.	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	More change in Durham with temperature. Buildings not made for this climate Learn to use water more efficiently - fit water butts near school Plant more trees to create shade – thinking long term	
Evaluate classroom temperatures throughout the year Consider where in school is worst effected by changes in temperature Heat reflecting film on windows to reduce glare – KS2 in particular Better at ventilation and ventilation at night	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	University of Reading – 'Show your Stripes' Look at whole site and do resilience audit – Learning through Landscapes Which rooms overheat and what shade is available	
Evaluate School Uniform during the year Heatwaves – UKHSA. Receiving heatwave alerts may mean a change uniform policy for summer Check DFE Heatwave policy	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Inform the school community about looking after our water</p> <p>Take part in water reducing activities. World Water Day and World Toilet Day</p>	<p>Start: Autumn Review: Spring</p>	<p>PR, LR, NC, whole school and Sustainability Governor</p>		
<p>Preserve Water</p> <p>Children are encouraged to bring water bottles into school which means less waste from previous paper cups</p> <p>Water left at the end of the day is saved in watering cans to water raised beds</p>	<p>Start: Autumn Review: Spring</p>	<p>PR, LR, NC, whole school and Sustainability Governor</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>Wildlife and Wildflower Habitats</p> <p>Continue to create and establish more Insect habitat around school outdoor areas</p> <p>Actively re-wild areas around school</p>	<p>Start: Autumn Review: Spring</p>	<p>PR, LR, NC, whole school and Sustainability Governor</p>	<p>Education Nature Park Royal Horticultural Society and National History Museum – funded by DfE Map will show school grounds – what outdoor space there is and plants and animals we have. Lots of resources to identify plants and animals and upload information. 2 Regional officers who can engage with chn and workshops etc. Helps with mapping skills in geography Advice on improving biodiversity in school grounds etc.</p>	
<p>Continue with Eco Group during certain seasons in the year</p> <p>Wildlife Survey – upload to Nature Park</p> <p>Wildlife and nature club – gardening etc – vegetable patch. Ask community and parents and carers to help</p>	<p>Start: Autumn Review: Spring</p>	<p>PR, LR, NC, whole school and Sustainability Governor</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>Promote age-appropriate, knowledge-rich learning about climate change and environmental care through assemblies, classroom discussions and themed events.</p> <p>Embed sustainability values into school routines (e.g. recycling, energy-saving behaviours, caring for outdoor spaces).</p> <p>Celebrate environmental responsibility through pupil voice, eco-councils and recognition of positive actions.</p> <p>Support staff with guidance and shared resources to ensure confident, consistent messaging about climate and sustainability.</p>	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor	<ul style="list-style-type: none">Pupils demonstrate increased understanding of caring for the environment and climate-friendly behaviours.Sustainability is visible in school practices, displays and assemblies.Staff report confidence in supporting climate-related learning and discussions.	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Continue to adapt the curriculum to ensure Climate Action addressed</p> <p>Monitor new changes to Geography curriculum in line with the Climate Action Plan</p>	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		
<p>Plan Career opportunities</p> <p>Teach the Future and tracked changes – website. Student group for climate education</p> <p>Parent and carer volunteers</p>	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Create climate education opportunities</p> <p>Climate Ambassadors – DfE Funded – twins schools and work together – good for careers etc.</p>	Start: Autumn Review: Spring	PR, LR, NC, whole school and Sustainability Governor		



www.letsgozero.org

Ashden is registered in England and Wales as a company limited by guarantee.
Registered number: 05062574/ Charity number: 1104153
The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP