

# Climate Action Plan

## Cubert School

1 year plan Autumn 2025 – 2026

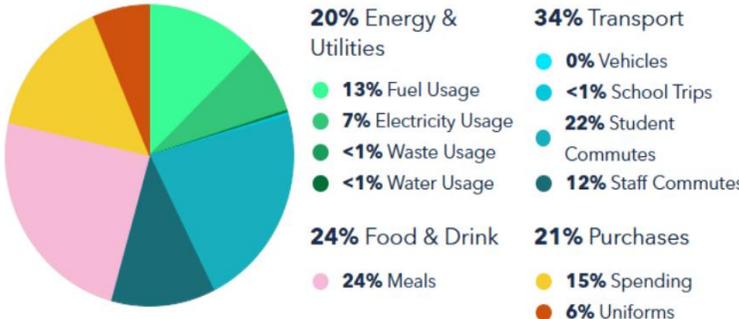


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Progress Key
Not Started
In Progress
Stalled
Complete

Your school's carbon baseline: TBC t CO<sub>2</sub>e      Calculation: Month Year

Climate Action Plan history  
 ★ = high carbon reduction actions

RECOMMENDED FIRST STEP		
ACTION	NOTES	TRACKER
<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 and gives you a baseline against which to measure progress, year on year.</p> 	<p>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.</p> <p>Aligned with the Department for Education's <a href="#">Sustainability and Climate Change Strategy</a>, 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.</p> <p><b>Calculating your carbon footprint is a great first step on your decarbonisation journey.</b> 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.</p> <p><b>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.</b></p>	

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	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:</b> <b>September 2025</b> <b>Review:</b> n/a</p>	<p><b>Helen Bingham</b></p>		<p>Completed</p>
<p><b>Set up a sustainability working group</b></p> <p>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.</p>	<p><b>Start:</b> <b>November 2025</b> <b>Review:</b> termly</p>	<p><b>Francesca Humberstone</b></p> <p><b>Hugh Bracey</b></p> <p><b>Tom Hyde</b></p> <p><b>Anna Hickie</b></p>	<p>Sustainability Group:</p> <p>Francesca Humberstone (HoS), Hugh Bracey (site manager), Tom Hyde (PESPPA lead) and Anna Hickie (outdoor learning/Wild Tribe).</p> <p>Meet termly.</p>	
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></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>	<p><b>Start:</b> <b>September 2025</b> <b>Review:</b> termly</p>	<p><b>Francesca Humberstone</b></p> <p><b>Administrator</b></p>	<p>Standing item in termly newsletter – administrator to liaise with working group for content.</p> <p>Regular Facebook posts including EYFS to Y6</p>	

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

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install a smart meter</b></p> <p>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>.</p>	<p><b>Start:</b> September 2024 <b>Review:</b></p>	<p><b>Hugh Bracey</b></p>	<p>There is a <a href="#">guide here</a> with smart meter information, that helps you to identify what kind of meter you have.</p> <p>If you already have a smart meter, check with your energy provider if you have half hourly meter readings – upgrade if not.</p>	<p>Completed</p>
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>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>.</p>	<p><b>Start:</b> November 2025 <b>Review:</b> termly</p>	<p><b>Hugh Bracey</b></p>	<p>Check the timings that the heating is turned on/off each day. Reduce these by one hour and reduce the temperature by 1 degree.</p> <p>There are some resources and activities around this on the Energy Sparks website <a href="#">here</a>.</p> <p>Check the timings of the underfloor heating – can usually be switched off by lunchtime at the latest, as it takes a long time to cool down – check this in the two newer buildings.</p>	
<p><b>Install TRVs on radiators</b></p> <p>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.</p>	<p><b>Start:</b> November 2025 <b>Review:</b> Termly</p>	<p><b>Hugh Bracey</b></p>		

<p><b>Investigate the potential for solar panels</b></p> <p>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> &amp; <a href="#">Eden Sustainable</a>.</p>	<p><b>Start:</b> <b>Completed</b> <b>Review:</b></p>		<p>Solar panels already installed on both newer buildings.</p>	<p>Completed</p>
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### ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Incentivise students to address energy usage</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. 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.</p>	<p><b>Start:</b> <b>February 2026</b> <b>Review:</b> <b>Monthly meetings</b></p>	<p><b>Lisa Ham (school council lead)</b></p>	<p>Eco champions to be nominated from within school councillors to lead pupil action.</p> <p>Energy Sparks have some good ideas and examples <a href="#">here</a>.</p> <p>Energy audit worksheets <a href="#">here</a> and <a href="#">here</a>.</p>	
<p><b>Take part in a switch off campaign</b></p> <p>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 switch-down) can lead to reduced energy use over the holiday period.</p>	<p><b>Start:</b> <b>November 2025</b> <b>Review:</b> <b>termly</b></p>	<p><b>All staff.</b> <b>Hugh Bracey to monitor.</b></p>	<p>Holiday switch-off list created and shared.</p> <p>Implemented by all staff. Teachers to explain to pupils the system of spots on lights and appliances (which should be left on and turned off) - November 2025. Switch off fortnight to begin before the summer holidays</p>	
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) to visualise and understand your energy usage. Use the</p>	<p><b>Start:</b> <b>February 2026</b> <b>Review:</b> <b>termly</b></p>	<p><b>Francesca Humberstone</b> <b>Hugh Bracey</b></p>	<p>Site manager and HoS to discuss in their fortnightly meetings.</p> <p>There is a pupil dashboard so students can get</p>	

<p>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.</p>			<p>involved with monitoring and understanding energy usage, bills, and savings.</p> <p>Energy Sparks host regular <a href="#">online induction sessions</a> for different roles within schools to ensure that schools can maximise their use of the platform.</p>	
<p><b>Implement a power down strategy for electrical devices and appliances</b></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>	<p><b>Start:</b> <b>September 2025</b> <b>Review: July 2026</b></p>		<p>Consider further use of timer-controlled switches.</p> <p>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</p>	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></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. Your Advisor can send off your menu 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.</p>	<p><b>Start:</b> <b>November 2025</b> <b>Review: July 2026</b></p>	<p><b>Helen Bingham</b></p>	<p>Trust sustainability lead to arrange review with Aspens (catering company).</p>	
<p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>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</p>	<p><b>Start:</b> <b>November 2025</b> <b>Review: July 2026</b></p>	<p><b>Helen Bingham</b></p>	<p>Trust sustainability lead to arrange review with Aspens (catering company).</p>	

interesting meat substitutes will make switching from meat easy and appealing!				
<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>December 2025</b> <b>Review: July 2026</b>		Food waste bins throughout the school site. Ensure these are available for pupil use.	

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

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ <b>Develop your uniform exchange and extend existing reuse practices</b> 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!	<b>Start:</b> <b>September 2025</b> <b>Review: July 2026</b>	PTFA	Spare uniform is available for a small donation to PTFA.  Online platforms such as <a href="#">Uniformd</a> and <a href="#">Uniformerly</a> can increase uptake of secondhand uniform by making it more convenient for families to access.	Completed
<b>Reduce branding on uniform and other school items</b>	<b>Start:</b> <b>Completed</b> <b>Review:</b>		Trust uniform policy allows for purchasing of non-branded items.	Completed

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><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> September 2025</p> <p><b>Review:</b> July 2026</p>	<p><b>Administrator</b></p>	<p>Administrator always considers most sustainable option for procurement when making orders.</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>	Completed
<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> September 2025</p> <p><b>Review:</b> July 2026</p>	<p><b>Francesca Humberstone</b></p> <p><b>Hugh Bracey</b></p>	<p>Always review most sustainable options when purchasing or acquiring new appliances.</p>	Completed

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. Your CAA can provide a bin audit toolkit with label templates.</p>	<p><b>Start:</b> November 2025</p> <p><b>Review:</b> July 2026</p>	<p><b>Francesca Humberstone</b></p> <p><b>Hugh Bracey</b></p>	<p>Recycling available in all classrooms for paper. General recycling in staff room. Site manager to review use. Consider how to have recycling in outdoor spaces.</p>	
<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p>	<p><b>Start:</b> November 2025</p>		<p><a href="#">Cornwall energy recovery centre (St Austell)</a> offer <a href="#">free visits</a> for schools – visit to be planned into the school's personal development offer</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>Review: July 2026</b></p>		<p>Incorporate recycling bin checks into your 'energy/eco champions' initiative – once eco champions are selected.</p> <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>Devon CC have a very helpful 'recycle zone' website with free to access resources for schools around the country. This is their '<a href="#">Recycling at School</a>' resource with some useful ideas. <a href="#">Biffa</a> Education resources and workshops – info <a href="#">here</a></p>	
<p><b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b></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>Start: February 2026</b> <b>Review: July 2026</b></p>		<p>Work with eco champions using Surfers against Sewage materials already available in school.</p> <p><a href="#">Plastic Clever Schools</a> also have some great resources to support schools to reduce single use plastic, and an award for participating schools.</p>	
<p><b>Establish procedures for the reuse of school supplies and equipment</b></p> <p>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.</p>	<p><b>Start: September 2025</b> <b>Review: July 2026</b></p>	<p><b>Hugh Bracey</b> <b>Francesca Humberstone</b></p>	<p>Continue to make use of Aspire marketplace for the sharing of resources across the trust.</p>	<p>Completed</p>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Run active travel campaigns</b></p> <p>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 &amp; Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	<p><b>Start: March 2026</b> <b>Review: April 2026</b></p>	<p><b>Tom Hyde</b></p> <p><b>Francesca Humberstone</b></p> <p><b>Administrator</b></p>	<p>Sign up to Sustrans' Big Walk and Wheel and promote in newsletter, emails and in assembly.</p>	
<p><b>Develop an active travel plan</b></p> <p>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.</p>	<p><b>Start: March 2026</b> <b>Review: July 2026</b></p>	<p><b>Lisa Ham</b></p>	<p>School council to meet regarding the below:</p> <p>Cornwall Council and Sustrans have created a great guide <a href="#">here</a></p> <p>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.</p> <p>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></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><b>Start: March 2026</b> <b>Review: April 2026</b></p>	<p><b>Tom Hyde</b></p>	<p>Year 6 Bikeability in place for March 2026.</p>	<p>Completed</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>Conduct a climate resilience audit</b></p> <p>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.</p>	<p><b>Start: May 2026</b> <b>Review: ongoing</b></p>	<p><b>Hugh Bracey</b></p>		
<p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>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.</p>	<p><b>Start: May 2026</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b> <b>Administrator</b></p>	<p>When timely, share with staff in the weekly meeting and with parents through social media/newsletter.</p>	
<p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></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>	<p><b>Start: May 2026</b> <b>Review: July 2026</b></p>	<p><b>Hugh Bracey</b> <b>Francesca Humberstone</b></p>		
<p><b>Consider measures to increase adaptation to flooding risks</b></p>	<p><b>Start: April 2026</b></p>	<p><b>Hugh Bracey</b></p>	<p>When improving outdoor environment, consider how best to manage flood risk.</p>	

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>Review: July 2026</b>			
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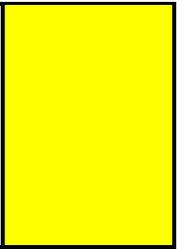
WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Check site for leaks using your water meter</b></p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p><b>Start: May 2026</b> <b>Review: ongoing</b></p>	<p><b>Hugh Bracey</b></p>		
<p><b>Raise awareness around water consumption and efficiency</b></p> <p>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.</p>	<p><b>Start: March 2026</b> <b>Review: July 2026</b></p>	<p><b>Tom Hyde</b> <b>Francesca Humberstone</b></p>	<p>Year 4 to access after teaching the Water Cycle in science:</p> <p>South West Water offer <a href="#">free lessons and workshops</a>.</p>	
<p><b>Install water butts to harvest rainwater</b></p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p><b>Start: May 2026</b> <b>Review: July 2026</b></p>	<p><b>Hugh Bracey</b></p>	<p>Locate suitable areas on site.</p> <p>Your water company might provide one? Or ask parents and wider school community if anyone has one they are happy to donate.</p>	
<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</p>	<p><b>Start: January 2026</b> <b>Review: ongoing</b></p>	<p><b>Hugh Bracey</b></p>		

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.				
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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	NOTES	TRACKER
<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: November 2025</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b></p> <p><b>Natalie Cook</b></p> <p><b>Liz Samuels</b></p>	<p>Sustainability lead, Early Years lead and science lead to sign up and map the school grounds for habitats</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 <a href="mailto:southwestnaturepark@rhs.org.uk">southwestnaturepark@rhs.org.uk</a>/<a href="mailto:richardirvine@rhs.org.uk">richardirvine@rhs.org.uk</a></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: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Anna Hickie</b></p>	<p>Starting summer term 2026.</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: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Anna Hickie</b></p>	<p>Wild Tribe training in Spring term. Wild Tribe lead to plan outdoor learning area with trust Outdoor Learning lead and parent volunteers.</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: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Anna Hickie</b></p>	<p>See above</p>	
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## 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
<p><b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b></p> <p>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.</p>	<p><b>Start: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Lisa Ham</b></p>	<p>School council to discuss and nominate candidates for eco champions.</p>	
<p><b>Set up a sustainability award for students or classes</b></p> <p>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.</p>	<p><b>Start: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b></p>	<p>Eco champions to lead on this – make use of Energy Sparks resources to support celebrations.</p>	
<p><b>Support your staff to attend local sustainability networks &amp; events</b></p> <p>Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. 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.</p>	<p><b>Start: November 2025</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b></p>	<p>Head of School attended Let's Go Zero Climate conference 19<sup>th</sup> November 2025.</p> <p>To attend all sustainability network meetings.</p>	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Complete a curriculum audit</b></p> <p>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.</p>	<p><b>Start: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b></p>	<p><b>Primary:</b> Down Ampney school in Cirencester have a great example of how they have included sustainability into their curriculum – it's on their website <a href="#">here</a>.</p> <p><a href="#">Natural Curriculum</a> have some lovely Morning Starters and other curriculum resources using nature.</p>	
<p><b>Amend your curriculum to incorporate sustainability</b></p> <p>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.</p>	<p><b>Start: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Francesca Humberstone</b></p>		
<p><b>Create an environment where lessons can be taught outside in all subjects</b></p> <p>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>.</p>	<p><b>Start: February 2026</b> <b>Review: July 2026</b></p>	<p><b>Anna Hickie</b> <b>Francesca Humberstone</b> <b>Tom Hyde</b></p>	<p>Wild Tribe training completed by HLTA. Working party to meet with trust Outdoor Learning lead to plan adaptations to site. Work with PTFA to fundraise and seek volunteers to support with set up.</p>	

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Include green skills as part of careers guidance</b>  <b>Integrate green skills and career pathways in school career fairs</b></p> <p>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).</p>	<p><b>Start:</b>  <b>February 2026</b>  <b>Review:</b> July 2026</p>	<p><b>Francesca Humberstone</b></p> <p><b>Leanne Murphy</b></p>	<p>Integrate into PD offer further through assemblies and workshops.</p> <p>Careers mapped for geography and science include green skills careers.</p> <p>Primary Earth Cubs <a href="#">'What are Green Jobs?'</a></p> <p>Twinkl <a href="#">Green Skills and Careers resources</a></p>	
<p><b>Invite inspirational green careers speakers in to speak to pupils</b></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><b>Start:</b> April 2026  <b>Review:</b></p>	<p><b>Francesca Humberstone</b></p>	<p>To consider careers fair and inclusion of green careers.</p>	
<p><b>Provide opportunity for all pupils to take leadership on sustainability</b></p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p><b>Start:</b> May 2026  <b>Review:</b> July 2026</p>	<p><b>Francesca Humberstone</b></p> <p><b>Lisa Ham</b></p> <p><b>Anna Hickie</b></p>	<p>Year group opportunities for sustainability to be included.</p> <p>Carbon Neutral Cornwall has Youth Ambassadors – <a href="#">more info here</a></p>	



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