



**South Wingfield**  
PRIMARY SCHOOL

# Climate Change Action Plan

2025-2026

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> Jul 25 <b>Review:</b> Jan 26</p>			Completed
<p><b>Calculate your school's carbon footprint using <a href="#">Count Your</a> ★ <a href="#">Carbon</a></b></p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p>	<p><b>Start:</b> Sept/Oct 25 <b>Review:</b> Jan 26</p>			
<p><b>Sign up to the <a href="#">Sustainability Support for Education</a></b></p> <p>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 qualityassured 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.</p>	<p><b>Start:</b> Sept/Oct 25 <b>Review:</b> Jan 26</p>			

# 1. Decarbonisation and Energy Efficiency

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

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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).</p>	<p><b>Start:</b> Spring Term <b>Review:</b></p>			
<p><b>Ensure your caretaker has efficient timings and temperatures set for the school day, evenings, weekends and holidays e.g. 6am-1pm at 18 degrees in classrooms</b></p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</p>	<p><b>Start:</b> Sept 25 <b>Review:</b></p>		<p>Some basic info <a href="#">here</a> from Energy Sparks</p>	
<p><b>Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows</b></p> <p>Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know when to open windows and how to be proactive rather than reactive to overheating issues.</p>	<p><b>Start:</b> Sept 25 <b>Review:</b> Jan 26</p>			

<p><b>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</b></p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.</p>	<p><b>Start:</b> Jul 25 <b>Review:</b> Jan 26</p>			
<p><b>Power down strategy for appliances (fridges and freezers over holidays)</b></p> <p>Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p>	<p><b>Start:</b> Jul 25 <b>Review:</b> Jan 26</p>			

### ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Investigate the potential for solar panels</b></p> <p>Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you.</p>	<p><b>Start:</b> Sept/Oct 25 <b>Review:</b> Jan 26</p>			

**PROCUREMENT & WASTE**

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Education around recycling as part of assemblies or other whole school opportunities</b></p> <p>Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies</p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.</p>	<p><b>Start:</b> Sept/Oct 25 <b>Review:</b> Jan 26</p>	<p>Eco Council</p>		

**FOOD**

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Introduce a veggie/plant based/Planet friendly day</b></p> <p>Adding a planet-friendly day increases your vegan and vegetarian meal uptake.</p>	<p><b>Start:</b> Spring 2 <b>Review:</b> Summer 1</p>			

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Keep your active travel plan up to date</b></p> <p>Work with <a href="#">ModeShift STARS</a> to implement your school travel plan which supports cycling, walking and other forms of sustainable travel.</p>	<p><b>Start:</b> Sept/Oct 25 <b>Review:</b> Jan 26</p>			
<p><b>Provide cycle proficiency lessons in school e.g. <a href="#">Bikeability</a></b></p> <p>Host cycling proficiency lessons in your school grounds, such as Bikeability/</p>	<p><b>Start:</b> This will continue <b>Review:</b> Autumn 2 25</p>			
<p><b>Promote walking/cycling/public transport to school/ Park &amp; Stride</b></p> <p>Communicate to the wider school community the benefits of active travel.</p>	<p><b>Start:</b> Previously running <b>Review:</b> Jan 26</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

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Build sheltered areas on playgrounds for heat resilience</b></p> <p>Use awnings/shading measures to provide adequate shelter for students on hot days.</p>	<p><b>Start:</b> Jul 25 <b>Review:</b> Jan 26</p>			

<p><b>Conduct a grounds audit using Ltl tool for climate resilience</b></p> <p>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The <a href="#">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:</b> Jan 26 <b>Review:</b> Sept 26</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.</p>	<p><b>Start:</b> Jul 25 <b>Review:</b> Jan 26</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><b>Create outdoor learning spaces with seating, shade and suitable accessibility</b></p> <p>Identify areas in your school grounds which could accommodate outdoor learning, ideally spaces with natural shade, space for seating and suitable access. Consider sourcing seating or other resources from recycle or swap sites.</p>	<p><b>Start:</b> November 2025 <b>Review:</b> Jan 26</p>			

<p><b>Have pupils carry out wildlife surveys</b></p> <p>Conduct <a href="#">wildlife surveys</a> and <a href="#">habitat mapping</a> using the NENP resources or take part in activities such as the <a href="#">Big Birdwatch</a> with the RSPB.</p>	<p><b>Start:</b> Jan 26</p> <p><b>Review:</b> Sept 26</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

CURRICULUM & CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Set up an eco-club for pupils to take leadership on issues</b></p> <p>Establish a student Eco Club. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p><b>Start:</b> Sept 25</p> <p><b>Review:</b> Jan 26</p>			
<p><b>Develop a communications strategy that shares sustainability goals more widely</b></p> <p>Develop a communications strategy to share the great work you are doing with the community using Class Dojo.</p>	<p><b>Start:</b> Sept/Oct 25</p> <p><b>Review:</b> Jan 26</p>			
<p>Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get your wider community involved.</p>				

**Complete a curriculum audit & incorporate sustainability**

Teach the Future have amazing resources on how to link the curriculum to sustainability! [MoEE](#) also has very helpful resources on this.

**Start:**  
Jan 26 **Review:**  
Sept 26

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