

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.



Climate Action Plan

Heron Academy

Progress Key

Complete

1-year plan Autumn 2026 – 2027

Climate Action Plan history

Last reviewed: Sept 2026

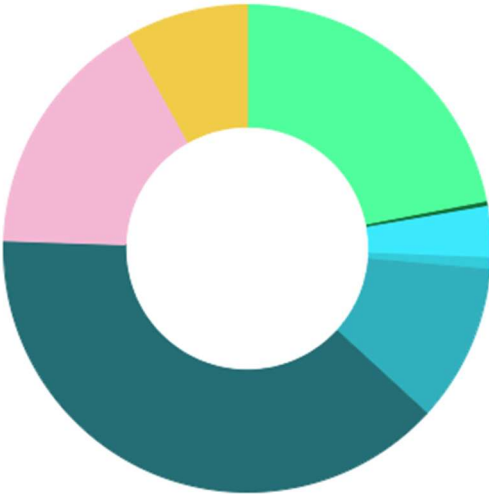
★ = high carbon reduction actions



caaname@letsgozero.org

Your school's carbon baseline: 175.25 t CO₂e Calculation: June 2026

RECOMMENDED FIRST STEP

ACTION	NOTES					TRACKER
<u>Our School's Carbon Footprint</u> 	Emissions area	Scope	tCO ₂ e	tCO ₂ e per pupil	%	
	Fuel	1	31	0.35	22%	
	Electricity	2	0	0.00	0%	
	Waste	3	<1	0.00	<1%	
	Water	3	<1	0.00	<1%	
	School vehicles	1	5	0.05	3%	
	School trips	3	1	0.01	<1%	
	Student commuting	3	15	0.17	<1%	
	Staff commuting	3	54	0.62	39%	
	Food	3	23	0.26	16%	
	Purchasing	3	11	0.13	8%	
	Uniform *	Out-of-scope	0	0.00	n/a	

Your total carbon footprint

140 **

tCO₂e* per year

Average emissions per pupil

1.59 **

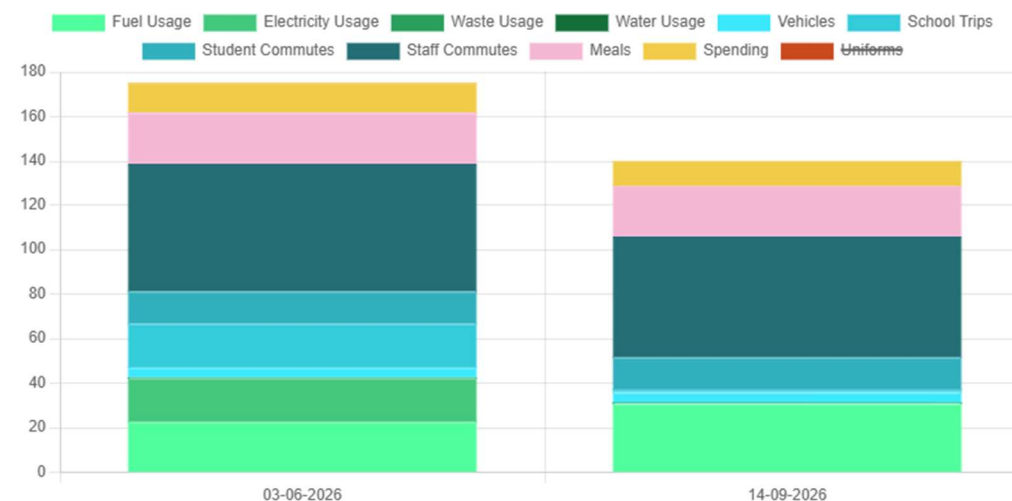
tCO₂e* per pupil

* 'tCO₂e' or 'CO₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect

** Uniform emissions have been excluded from the total footprint figure as uniform falls outside of the operational boundary of the school. We have still provided an emissions figure for uniform, in the breakdown tab, emissions over time tab, and your PDF report.

Your carbon emissions over time

To include or exclude a category from the chart, simply click the category name.



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: Review:	Deputy Headteacher	All signed up	Complete

Set up a sustainability working group 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.	Start: Sept 26 Review: Termly	Deputy Headteacher	New Eco Committee formed for 2026-27 academic year. Group is made up of Pupils and staff Termly Meetings to review our approach to becoming an ECO School Includes Site Team	In progress
Add sustainability plans, projects and successes to your school website and share through wider communications 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.	Start: Sep 26 Review:	Deputy Headteacher	Whole School Assemblies, Sway Weekly Bulletin, termly Newsletter, Curriculum area dedicated to Sustainability, Whole School Termly Themes are all about Sustainability.	Complete

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
<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>				
Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks .	Start: Review:	Site Team		
Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation 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%, according to the DfE .	Start: Review:	Site Team		In Progress
Install TRVs on radiators 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.	Start: Review:	Site Team		
Investigate the potential for solar panels Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and	Start: Review:		This area has been scoped and our school is in line for solar investment from the Trust.	In Progress, solar team have been in

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: Solar for Schools & Eden Sustainable .			Until very recently our building has been under extensive refurbishment, all exterior cladding has been removed and replaced with insulating fire retardant panels.	school scoping project

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>				
Incentivise students to address energy usage 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. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	Start: Sep 26 Review: July 2027	Deputy Headteacher	Heron has created an Eco Committee, pupils and staff are encouraged to recycle all materials. Green Herons – weekly recycling collections which are bagged, shredded and used for Art Projects, Pet Bedding and packaging. Heron Gleam Team – weekly outdoor clearing and collecting of refuse, leaves, debris; which is sorted and reusable materials are saved for art projects. World Environment Day Whole School Assemblies focusing on saving materials, clean energy, EVs, etc. Aluminium Can Crushing and collection points established. Recyclable plastic collection points established	Ongoing
Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer	Start: Oct 26 Review:	Deputy Headteacher Site Team Cleaners	SWITCH OFF CAMPAIGN TO BE FOCUSED ON FRIDAYS FOR WEEKEND. Focusing your Switch Off Campaign on Fridays targets the period of highest potential energy waste: the 60+ hours when the school is empty	Ongoing

switch-down) can lead to reduced energy use over the holiday period.			over the weekend. Schools typically save up to 10% on energy bills through such behaviour change initiatives. Empower Class Teams to switch off all appliances and PCs at the plug. Turn off all lights last thing before departing the building on a Friday	
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) 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.	Start: Autumn 1 Review: Spring 1	Site Team	CHECK ENERGY USAGE RECORDINGS To establish a systematic energy monitoring protocol, led by the Site Management Team, that transforms weekly utility data into actionable insights for long-term carbon reduction and cost savings. Standardised Data Collection: Site managers record meter readings (Electricity, Gas, Water) at the same time every Friday afternoon. This "Friday Baseline" is critical for measuring the success of the Switch Off Campaign. • Recorded by site managing team. • Weekly basis. • Reviewing energy levels. • Identifying patterns. • Areas to improve energy use. • Implementing strategies to reduce energy usage. In progress	In progress
Implement a power down strategy for electrical devices and appliances 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.	Start: Summer 2 Review: Autumn 2		SIMILAR TO SWITCH OFF CAMPAIGN ABOVE ASSIGN ROLES class teams tick boxes before leaving the room. Review if computers need to stay on? Check with IT team	currently under review

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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>				
Arrange a menu consultation through an external organisation e.g. ProVeg 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 ProVeg 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.	Start: Review:		LSEAT LOOKING TO PROCURE WHOLE TRUST FOOD PROVIDER LINKS TO SUSTAINABILITY	currently under review
Increase the number of planet friendly, meat-free options on offer every day 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!	Start: Review:			
Weigh food waste from kitchen and plates, share results, and set a target to reduce this 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.	Start: Sep 26 Review: Termly		Kitchen been asked to bag waste food; ECO committee will collect weighing results termly.	ongoing

Start or improve composting and food waste facilities on-site 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.	Start: Sep 26 Review: Termly	Site Team Class Teachers	All classrooms have been issued with a food waste bin and biodegradable bags. We have installed a Composter and each class will deposit food waste daily.	

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>				
★ Develop your uniform exchange and extend existing reuse practices 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!	Start: Review:			
Reduce branding on uniform and other school items Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO ₂ limits on embroidery and personalisation.	Start: Review:			
Follow sustainable practices when choosing products 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	Start: Review:	Purchasing Team		

support the development of a sustainable procurement policy.				
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. 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.	Start: Review:	Site Team		

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>				
Carry out a bin audit to ensure mandatory recycling requirements are being met New mandatory waste regulations require all dry recycling and food waste 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.	Start: Sep 26 Review: Termly	Site Team	In Place from Sep 2026: Tin Can Recycling Bins Plastics Recycling Paper Recycling Food Waste Bins General waste (Non-Recyclable)	Ongoing
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: 'Reduce -> Reuse -> 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 Wastebuster and Recycle Now have a variety of	Start: Review:	Deputy Headteacher	Full scale rollout of Sustainability Curriculum in September 2026 Sustainability Curriculum Overview September 2026 Whole School Commitment – Heron Green pledge	Ongoing

curriculum-linked resources. Your CAA can provide additional resources on request.				
Run waste/plastic reduction initiatives or campaigns with pupils and staff 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 Plastic Free School with Surfers Against Sewage using their free resources.	Start: Nov 2025 Review: July 2026		Green Bins are in every classroom and office, pupils (Green Herons collect recyclable waste weekly as internal work experience. Aluminium Can Collection Point adjacent to School Café.	Ongoing
Establish procedures for the reuse of school supplies and equipment 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; School Resources Exchange ; Facebook Marketplace, etc.	Start: Review:			

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>				
Run active travel campaigns Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). 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	Start: Sep 26 Review: Termly		Travel Training for all pupils throughout their journey to adulthood. Daily Mile initiative for all pupils and staff	Ongoing

by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.			Walk to community activities whenever abilities allow. Accessible Cycling to increase awareness of cycling. Visit to Bus Depot as part of Careers Week to enhance knowledge and grow confidence when using public transport.	
Develop an active travel plan 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). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.			All pupils have severe learning difficulties and very complex health needs. They are transported to school either by local authority shared transport, specialist buses or by parents.	
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	Start: Review:			
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Review:		Discussion with Trust to be held	

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>				
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Review:			
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Review:	Site Team		
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures 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 ₂ levels using devices.	Start: Sep 26 Review: Summer Term	Deputy Headteacher Site Team	Building is ventilated from 05.30 daily; all classrooms have windows that open and double doors to reach external spaces. Ventilation is good and all rooms benefit from external shades fitted to the building. Liaison with building architects have identified additional strategies to keep indoor areas cool.	
Consider measures to increase adaptation to flooding risks	Start: Review:			

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).				

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>				
Check site for leaks using your water meter 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 audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	Start: Review:	Site Team		
Raise awareness around water consumption and efficiency 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.	Start: Review:	Site Team		
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: Review:	Site Team		
Install mechanisms to reduce water wastage	Start: Review:	Site Team		

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.				

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>				
Take part in The Nature Park The Nature Park 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.	Start: Oct 2025 Review: July 2026	Deputy Headteacher	All pupils get access to outside spaces, all pupils access community parks and gardens as part of their curriculum offer. Trips to a rural Fishing lake Supporting the regeneration of local park with replanting beds and growing vegetables. Curriculum plans will recognise the need to educate pupils in green spaces and to consider wildlife and habitats.	Ongoing
Establish a gardening/nature club 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.	Start: Oct 2025 Review: July 2026	Deputy Headteacher Circle Class	Circle Class have been supporting the regeneration of growing beds in their local community park. Under the guidance of the Park Warden, they have cleared heavily weeded areas, removed debris and rubbish and then replanted the beds to grow flowers and vegetables. Plans to increase activity in our school site garden as part of the sustainability curriculum next academic year (2026-27)	Ongoing
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'	Start: Review:	Deputy Headteacher Site Team	Plan to set up nature spots within the Heron Academy Garden; Bird Boxes (Made by pupils, Bird Feeders, and Bug Hotels.	Autumn 2026

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.		Class Teachers		
Create accessible outdoor spaces that enable students to connect with nature Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.	Start: Oct 2025 Review: July 2026	SLT Site Team	The school currently has a large accessible outdoor area which is accessed by all pupils throughout every school day. The pupils are able to access a shaded pavilion, trees provide additional shade and the classes also have portable gazebos to provide shade when learning outside the classroom.	complete

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
<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>				
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives 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.	Start: Nov 2025 Review: Jul 2026	Deputy Headteacher	There has been a Heron Eco Club since the Autumn Term 2025. This consists of our Green Herons and the Heron Gleam Team. Both groups along with their adult supporters collect recyclables, keep our garden clean and identify items that can be reclaimed for Art projects. The group has been active; however, there is a need to expand the group to become more whole school and to take on different termly projects. There is a need for more regular meetings with fixed agendas.	Ongoing
Set up a sustainability award for students or classes 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.	Start: Sept 26 Review: July 27	Deputy Headteacher	Green Herons Badge and Certificate to be developed Weekly presentations as part of Assembly	
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	Start: Summer 2 2026 Review: July 2027	SLT Deputy Headteacher	Resources and Literature to be sourced from ECO Schools. Sustainability Assembly Termly to focus on project status	

Support your staff to attend local sustainability networks & events 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 webinar schedule in your CPD offer plus events from UKSSN , National Education Nature Park and other offers local to your school.	Start: Review:			

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>				
Complete a curriculum audit 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 Map The Curriculum may be helpful for this.	Start: Jul 2026 Review: July 2027	SLT	Complete revised Curriculum Overviews in Jul 2026, all Pathways to feature sustainability themes. Weekly assembly to recognise Green Heron of the Week (The pupil who has demonstrated thinking and acting green).	Currently being reviewed
Amend your curriculum to incorporate sustainability 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. Teach the Future , Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	Start: Review:	Deputy Headteacher	As above	Currently being reviewed
Survey staff on how they feel about teaching sustainability issues	Start: Review:	Office Team	Team to generate Sustainability Survey and send out in July 2026	

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 difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use.				
Create an environment where lessons can be taught outside in all subjects 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 Forest School Association , Learning Through Landscapes or the National Education Nature Park .	Start: Sept 2025 Review: July 2026		In place for Spring and Summer Term (Weather permitting) Outdoor Learning also takes place throughout the year via Community Trips and visits.	complete

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>				
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: Review:			
Include green skills as part of careers guidance Integrate green skills and career pathways in school career fairs Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase	Start: Review:	Careers Lead		

awareness of vocational options (e.g. Plumbing, construction, electrical).				
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures , Inspiring the Future , Speakers for Schools to find speakers.	Start: Review:	Careers Lead		
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	Start: Review:			



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