

# Climate Action Plan

## Knights Enham Schools

1 year plan Spring 2024 – 2025

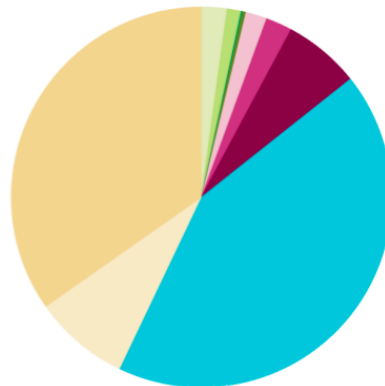
Carbon baseline: 230.04 tCo2e Calculation: March '25



### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 230.04 tonnes co2e\* per year

| Operational area   | Emissions area    | t co2e* | % of footprint |
|--------------------|-------------------|---------|----------------|
| Energy & Utilities | Fuel Usage        | 5       | 2%             |
|                    | Electricity Usage | 2.6     | 1%             |
|                    | Waste Usage       | 0.1     | <1%            |
|                    | Water Usage       | 0.7     | <1%            |
| Transport          | Vehicles          | 4.1     | 2%             |
|                    | School Trips      | 0       | 0%             |
|                    | Student Commutes  | 5.1     | 2%             |
|                    | Staff Commutes    | 14.9    | 6%             |
| Food & Drink       | Meals             | 98.4    | 43%            |
| Purchases          | Spending          | 18.7    | 8%             |
|                    | Uniforms          | 80.5    | 35%            |



Your gas and electricity are very low compared to other schools with similar numbers of pupils

There is no data for solar generation

Used the 'average' data for water usage

Vegetarian meals 50%

Vegan meals 17%

Does this sound accurate?

\*'t co2e' 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.

| GET STARTED   |   |   |   |                          |
|---|---|---|---|--------------------------|
| ACTION  | TIMEFRAME   | STAKEHOLDERS                                | NOTES   | TRACKER                  |
| <b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b><br>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: Nov 2024</b><br><b>Review: Sept 2026</b>  | <b>Headteacher</b>                          | <ul style="list-style-type: none"> <li>Online meeting held by Go Zero Team</li> <li>Staff training being held Summer 1</li> </ul> | <b>COMPLETE – NOV 24</b> |
| <b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a>★</b><br>This free digital tool allows you to calculate the carbon footprint for your educational setting.   | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Eco Lead</b><br><br><b>Matthew Kirby</b> | <ul style="list-style-type: none"> <li>Introduce a new Eco Lead for September</li> </ul>  | <b>IN PROGRESS</b>       |

### Personal Development:

The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them.

## 1. Decarbonisation and Energy Efficiency

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

| ENERGY – BEHAVIOUR CHANGE  |   |  |  |         |
|--|---|--|--|---------|
| ACTION   | TIMEFRAME   | STAKEHOLDERS   | NOTES  | TRACKER |
| <b>Monitor energy use on a regular basis through platforms such as Energy Sparks</b><br>Sign up to <a href="#">Energy Sparks</a> . This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings. | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Headteacher</b><br><br><b>Eco Leader</b>                            | Find out if you have smart meters<br><br>Energy Sparks have a <a href="#">guide to metering here</a> to help you find out what you have at your school.<br>And there is some information on smart meters for schools from the government <a href="#">here</a> .<br>Got smart meters with half hourly (HH) readings |         |
| <b>Incentivise students to address energy usage eg Energy Champions initiative ★</b><br>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.   | <b>Start: Nov 2024</b><br><b>Review: Sept 2025</b>  | <b>Headteacher</b><br><br><b>Eco Leader</b><br><br><b>Eco Warriors</b> | <ul style="list-style-type: none"> <li>Walk to school week</li> <li>Clean Air week</li> <li>School poster competition</li> <li>Regular eco warriors meetings</li> <li>Local woods visits</li> <li>Planting trees on school site</li> </ul>   |         |

|   |  |  |  |                    |
|---|--|--|--|--------------------|
| . Get the eco-club to design 'switch-off' signs or stickers to display by all lighting switch panels around the school.   |  |  |  |                    |
| <b>Create switch off checklists for the end of the day/week/term and school year.</b><br>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens. 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. | <b>Start: Nov 2024</b><br><b>Review: Sept 2025</b> | <b>Headteacher</b><br><br><b>Eco Leader</b><br><br><b>Eco Warriors</b> | There are examples from Energy Sparks <a href="#">here</a> and <a href="#">here</a> .<br><br><ul style="list-style-type: none"> <li>Checklist in place as from September 2025</li> <li>No catering company starting as from September</li> </ul> | <b>IN PROGRESS</b> |
| <b>Communicate your solar data to pupils and the wider school community</b><br>Screenshots from your solar portal can be shared in assemblies, and/or in newsletters – talk about energy, financial and carbon savings.   | <b>Start: Nov 2024</b><br><b>Review: Sept 2026</b> | <b>Headteacher</b><br><br><b>Eco Leader</b>                            | <ul style="list-style-type: none"> <li>No business manager started June 2025. Will investigate further.</li> </ul>   |                    |

| ENERGY – BUILDINGS & INFRASTRUCTURE  |   |  |  |                 |
|--|---|--|--|-----------------|
| ACTION   | TIMEFRAME   | STAKEHOLDERS                               | NOTES  | TRACKER         |
| <b>Continue to install LED lighting</b><br>Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.  | <b>Start: Nov 2024</b><br><b>Review: Sept 2026</b>  | <b>Site Manager</b><br><br><b>Eco Lead</b> | <ul style="list-style-type: none"> <li>Organisations such as <a href="#">eEnergy</a> and <a href="#">Flick Energy</a> can provide different models of support for this.</li> <li>All done</li> </ul> | <b>COMPLETE</b> |
| <b>Install timer-controlled electric switches e.g. laptop charging banks to reduce energy required to charge or laptop updates overnight</b><br>Using timer-controlled switches on laptop charging banks to charge them overnight will allow you to take advantage of the cheapest energy rates, while also saving energy by limiting the length of time they are drawing power. | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Eco Lead</b>                            | <ul style="list-style-type: none"> <li>New ICT room in place as from September 2025. Will look to invest in laptop timers.</li> </ul>  |                 |
| <b>Access support from your local Net Zero Hub</b><br>Net Zero Hubs work with Local Enterprise Partnerships. Local Authorities and community organisations to improve capacity and capability on the journey to reaching net zero. Their aim is to help develop and finance  | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Jen email intro</b>                     | <ul style="list-style-type: none"> <li>Jen (Go Zero) can introduce you via email to the SE NZ Hub.</li> <li>Meeting held and offered advice</li> </ul>   | <b>COMPLETE</b> |

|   |  |  |  |  |
|---|--|--|--|--|
| decarbonisation and energy projects, supporting partners to decarbonise their respective regions. |  |  |  |  |
|---|--|--|--|--|

### Personal Development:

Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.

| PROCUREMENT   |                                       |   |   |             |
|---|---------------------------------------|---|---|-------------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS                                    | NOTES   | TRACKER     |
| <b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases)</b><br>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: Sept 2025<br>Review: Sept 2026 | Headteacher<br><br>Eco Lead<br><br>ABM catering | <ul style="list-style-type: none"> <li>New catering company starting Sept 2025 and will do an audit of kitchen equipment.</li> </ul>  | IN PROGRESS |
| <b>Replace ICT equipment that is at end of life with energy-efficient alternatives (or look into refurbished via Pure IT – see notes section)</b><br>Purchase new IT equipment based on energy efficiency ratings and considering buying second hand and refurbished IT equipment to lower the cost and carbon footprint.   | Start:<br>Review:                     | Headteacher                                     | <ul style="list-style-type: none"> <li><a href="#">Pure IT</a> have a school's arm that can reduce costs by up to 50% and provide a 5 yr advanced replacement warranty.</li> <li>Harrop (ICT provider) will do annual audit in Sept 2025</li> </ul> |             |

### Spiritual, moral, social and cultural development:

Our school sustainability work engenders acceptance of and engagement with the fundamental British values of individual liberty and mutual respect. Activities such as our Uniform recycling work ensure that children know how to value and respect our world and each other.

| FOOD  |                                       |                             |  |          |
|---|---------------------------------------|-----------------------------|--|----------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS                | NOTES  | TRACKER  |
| <b>Incorporate the assessment of sustainability into catering procurement</b> | Start: Sept 2025<br>Review: Sept 2026 | Headteacher<br><br>Eco Lead | <ul style="list-style-type: none"> <li>Jen can send a list of questions to consider including in your catering contract procurement</li> <li>Pro Veg have recently ranked the major contract caterers to find the most planet-friendly menus – you <a href="#">can find the results here</a>.</li> </ul> | COMPLETE |

|  |   |  |  |                 |
|--|---|--|--|-----------------|
| Include seasonality, planet-friendly menus, good food waste practices etc as part of the assessment criteria for your school catering procurement.   |   | <b>AMB catering</b>  | <ul style="list-style-type: none"> <li>New menu for Sept 2025</li> </ul>   |                 |
| <b>Contact your waste collectors to organise food waste disposal and diversion to anaerobic digestion plants</b><br>Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills. | <b>Start: March 25</b><br><b>Review: Sept 2026</b>  | <b>Headteacher</b><br><b>SUEZ</b>                            | <ul style="list-style-type: none"> <li>Achieved</li> </ul>   | <b>COMPLETE</b> |
| <b>Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room</b><br>Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.   | <b>Start: May 2025</b><br><b>Review: Sept 2026</b>  | <b>Headteacher</b><br><b>Eco Lead</b><br><b>Eco Warriors</b> | <ul style="list-style-type: none"> <li>Green waste bins in place across school/ classrooms/ lunch hall.</li> <li>Eco warriors, collecting</li> <li>Next step – recording waste</li> </ul>                                  | <b>COMPLETE</b> |
| <b>Weigh food waste from kitchen and plates and share results</b><br>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, and feed this back to your school caterer to make necessary changes to dishes/menu.                 | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Headteacher</b><br><b>Eco Warrior</b>                     | <ul style="list-style-type: none"> <li>Energy Sparks have a <a href="#">free resource here</a> on how to run a lunchtime food waste audit, as well resources for <a href="#">running a food waste assembly</a>.</li> </ul> |                 |

#### Personal Development:

The way our school goes about developing pupils' character through their Climate Conscious choices is exemplary and is worthy of being shared with others. We work with schools across our region sharing our strategies and successes to benefit our wider schools family.

| TRANSPORT                                 |   |  |   |         |
|---|---|--|---|---------|
| ACTION                                    | TIMEFRAME   | STAKEHOLDERS                                     | NOTES   | TRACKER |
| Aim for silver travel award from Hants CC | <b>Start: July 2025</b><br><b>Review: July 2026</b> | <b>Hants CC</b><br><b>Headteacher Eco Leader</b> | <ul style="list-style-type: none"> <li>Achieved bronze</li> </ul> |         |

#### Personal Development:

We develop pupils character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities to learn about sustainable lifestyle choices.

| WASTE   |                                       |   |   |             |
|---|---------------------------------------|---|---|-------------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS                                    | NOTES   | TRACKER     |
| <b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, <u>kitchen</u> and staffroom.</b><br><br>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly. | Start: June 2025<br>Review: Sept 2025 | Headteacher<br><br>Eco Lead<br><br>Eco Warriors | <ul style="list-style-type: none"> <li>Wastebusters have some good <a href="#">posters here</a> (or pupils could design some)</li> <li>Wastebusters also have <a href="#">assembly resources</a> here if you wanted to do a 'push' on recycling.</li> <li>All achieved</li> </ul> | COMPLETE    |
| <b>Host semi-regular swap events throughout the year</b><br><br>Eg Christmas jumper swaps, sports kits, clothes, books, toys, World Book Day/Nativity/Halloween costumes. This promotes and normalises the idea of secondhand and reuse within the school community.                                    | Start: Sept 2025<br>Review: Sept 2026 | Headteacher<br><br>Eco Lead                     | <ul style="list-style-type: none"> <li>The Final Straw Foundation have some <a href="#">resources for schools here</a></li> <li>In annual calendar for 2025/2026</li> </ul>   | IN PROGRESS |

#### Personal Development:

There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work for example by working in our Eco Team coordinating our waste projects.

## 2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

#### Leadership and management:

Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events.

| ADAPTATION AND RESILIENCE   |                                       |   |   |          |
|---|---------------------------------------|---|---|----------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS                            | NOTES   | TRACKER  |
| <b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</b><br><br>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. | Start: Sept 2025<br>Review: Sept 2026 | Headteacher<br><br>Governors            | <ul style="list-style-type: none"> <li>Reviewed and ready for September</li> </ul>    | COMPLETE |
| <b>Conduct a heat audit of the school site checking that windows and blinds open and close.</b>   | Start: Sept 2025<br>Review: Sept 2026 | Headteacher<br>Eco Lead<br>Site manager | <ul style="list-style-type: none"> <li>No Business Manager started in June</li> </ul> |          |

|  |  |  |  |  |
|--|--|--|--|--|
| Use the site team to check that all windows and blinds are operational to allow staff to control their own spaces effectively. |  |  |  |  |
|--|--|--|--|--|

| WATER   |   |  |   |          |
|---|---|--|---|----------|
| ACTION  | TIMEFRAME   | STAKEHOLDERS   | NOTES   | TRACKER  |
| <b>Install systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (taps)</b><br>Check your water supplier to see if they do free water audits and installations. At end of life ensure that taps are replaced by push press mechanisms to reduce water wastage.  | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Headteacher</b><br><br><b>Eco Lead</b><br><br><b>Site Manager</b> | <ul style="list-style-type: none"> <li>There is nothing listed on the <a href="#">Southern Water website</a>, but if you contact them and ask, they may well come and do a free water audit for you.</li> </ul>   |          |
| <b>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider</b><br>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: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Headteacher</b><br><br><b>Eco Warriors</b>                        | <ul style="list-style-type: none"> <li>Nothing listed on the Southern Water website, but worth asking them. Alternatively WaterAid offer <a href="#">free resources and workshops</a> for schools.</li> <li>Assemblies taking place summer 2 by Eco Warriors</li> </ul> | COMPLETE |
| <b>Install water butts</b><br>Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours.   | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | <b>Site Manager</b>  | <ul style="list-style-type: none"> <li>Southern Water might provide free water butts</li> </ul>   |          |

### 3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

#### Behaviour and attitudes:

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school action on protecting nature.

| NATURE  |                                       |   |   |          |
|---|---------------------------------------|---|---|----------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS                                    | NOTES   | TRACKER  |
| <b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b><br><br>Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available. | Start: Sept 2024<br>Review: Sept 2025 | Headteacher<br><br>Eco Lead<br><br>Eco Warriors | <ul style="list-style-type: none"> <li>Community gardens</li> <li>Forest schools</li> <li>Local woods visitors</li> <li>Gren Day</li> <li>Clear Air week</li> </ul> | COMPLETE |
| <b>Have pupils carry out wildlife surveys</b><br><br>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.  | Start: Sept 2025<br>Review: Sept 2026 | Science lead<br><br>Eco Lead                    | <ul style="list-style-type: none"> <li>Planet in as an annual audit in science</li> </ul> <a href="#">Merlin Bird ID</a><br><a href="#">Seek app</a>                | 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

#### Quality of Education:

The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.

| CULTURE   |                                       |                        |  |          |
|---|---------------------------------------|------------------------|--|----------|
| ACTION  | TIMEFRAME                             | STAKEHOLDERS           | NOTES  | TRACKER  |
| <b>Set up a sustainability working group</b><br><br>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change | Start: Sept 2025<br>Review: Sept 2026 | Headteacher<br><br>SLT | <ul style="list-style-type: none"> <li>PTA meeting to discuss sustainability</li> <li>Eco Lead to attend SLT meetings</li> </ul> | COMPLETE |



|   |   |                     |   |          |
|---|---|---------------------|---|----------|
| including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.   |   | Eco Lead            |   |          |
| <b>Add sustainability goals/ projects/ successes to school website</b><br>Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.  | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | Headteacher         | <ul style="list-style-type: none"> <li>School website shared with families</li> <li>This is a <a href="#">good example here</a>.</li> </ul>                                       | COMPLETE |
| <b>Develop a communications strategy that shares sustainability goals more widely</b><br>Develop a communications strategy to share the great work you are doing with the community, e.g. photo diary of plants grown in gardening club or pond, wildflower or no-mow zones.<br>Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get your wider community involved.                 | <b>Start: Sept 2024</b><br><b>Review: Sept 2026</b> | Headteacher         | <ul style="list-style-type: none"> <li>Shared recent visits to local woods and tree planting on Facebook and Instagram</li> </ul>   | COMPLETE |
| <b>Appoint a sustainability lead with sufficient PPA and support</b><br>Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a> . Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.   | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | Eco Lead            | <ul style="list-style-type: none"> <li>In place for September 2025 – Matthew Kirk</li> </ul>  | COMPLETE |
| <b>Provide CPD opportunities for staff on sustainability</b><br>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK. (Ask your Climate Action Advisor whether they're able to deliver this 3 hour session with up to 7 staff for free).<br><a href="#">MoEE</a> has also compiled a <a href="#">list</a> of staff training opportunities. | <b>Start: June 2025</b><br><b>Review: Sept 2025</b> | Jen (Let's Go Zero) | <ul style="list-style-type: none"> <li>Look at dates for twilight CPD – Summer term (Weds 3.30-4.30/5pm)</li> <li>Staff meeting took place – June 25<sup>th</sup> 2025</li> </ul> | COMPLETE |

| CURRICULUM   |   |              |   |         |
|--|---|--------------|---|---------|
| ACTION   | TIMEFRAME   | STAKEHOLDERS | NOTES   | TRACKER |
| Complete a curriculum audit & incorporate sustainability | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | Eco Lead     | <ul style="list-style-type: none"> <li>Incorporate into staff CPD session from Let's Go Zero?</li> <li>New Eco Lead to fill in in September 2025</li> </ul> |         |

|   |   |          |  |             |
|---|---|----------|--|-------------|
| <a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.  |   |          |  |             |
| <b>Survey staff on how they feel about teaching sustainability issues</b><br>Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change. | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | Go Zero  | <ul style="list-style-type: none"> <li>• <a href="#">Survey form here</a> that you can duplicate for your own use</li> <li>• To take place after staff training</li> </ul> |             |
| <b>Share best practice and ideas internally</b><br>Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.   | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> | Eco Lead | <ul style="list-style-type: none"> <li>• Eco Lead will be a teacher and attending all staff meetings</li> </ul>  | IN PROGRESS |

| GREEN SKILLS AND CAREERS   |   |              |   |          |
|--|---|--------------|---|----------|
| ACTION   | TIMEFRAME   | STAKEHOLDERS | NOTES                                       | TRACKER  |
| <b>Access the <a href="#">Climate Ambassadors</a> scheme</b><br>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school. | <b>Start: Sept 2025</b><br><b>Review: Sept 2026</b> |              | Jen to check and contact SE Hub<br><br>Done | COMPLETE |



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

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 The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP