

# Climate Action Plan

## Ivegill CofE School

1 year plan Autumn 2025 – 2026

Carbon baseline: 142.92 tCO<sub>2</sub>e Calculation : 19/06/25



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GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> 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:</b> <b>Review:</b>			Complete
<b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a> ★</b> This free digital tool allows you to calculate the carbon footprint for your educational setting.	<b>Start:</b> <b>Review:</b>			Complete
<b>Sign up to the <a href="#">Sustainability Support for Education</a></b> A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	<b>Start:</b> <b>Review:</b> Spring 2025			

# 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>Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows</b> Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.	<b>Start:</b> Autumn term <b>Review:</b> Spring 2025			
<b>Power down strategy for appliances (fridges and freezers over holidays)</b> 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:</b> Autumn term <b>Review:</b> Spring 2025			

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Investigate the potential for solar panels</b> 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. Providers we recommend checking with: <a href="#">Solar for Schools</a> .	<b>Start:</b> Autumn term <b>Review:</b> Spring 2025		Seek support from interested governor. There is a Let's Go Guide with information to support this action: <a href="#">Let's investigate solar panels</a> . <a href="#">Solar for Schools Ivegill School data</a>	

<b>Install LED lighting</b> 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:</b> Autumn term <b>Review:</b> Spring 2025		At end of life replace existing 20% regular lights with LED's unless funding become available before.	In progress
<b>Insulate your building</b> Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.	<b>Start:</b> Autumn term <b>Review:</b> Spring 2025		As and when funding becomes available or integrate as part of future building improvement work.	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Introduce additional plant based/Planet friendly days</b> Adding an additional planet-friendly day increases your vegan and vegetarian meal uptake.	<b>Start:</b> <b>Review:</b> Spring 2025		Currently 3/15 days are meat free days. There's an ambition to increase this to 5/15 days.	
<b>Weigh food waste from kitchen and plates and share results</b> 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:</b> <b>Review:</b> Spring 2025		There is a Let's Go Guide with information to support this action: <a href="#">Let's Cut Food Waste</a>	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Education around recycling as part of assemblies or other whole school opportunities</b> Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies	<b>Start:</b> <b>Review:</b> Spring 2025		Focus on reducing paper use.	
<b>Explore ways to reduce reduce paper consumption</b>	<b>Start:</b> <b>Review:</b> Spring 2025			
<b>Establish procedures for the reuse of school supplies</b> For example, have a sorting procedure before the end of summer term. See what supplies can be re-used. Any unwanted items can be donated.	<b>Start:</b> <b>Review:</b> Spring 2025		Focus on reducing paper use.	

## 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
<b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</b> 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.	<b>Start:</b> <b>Review:</b> Spring 2025			

<b>Install heat reflective measures in classrooms</b> Assess the need for solar shading on classrooms that currently get very warm in sunny weather. Look at the most effective measures based on the amount of sunlight, e.g. external blinds/ awnings. Solar film can be used but may cause heat retention as well and limit light into classrooms.	<b>Start:</b> <b>Review:</b> Spring 2025		Solar shading options (from page 30 of this <a href="#">document</a> ).	
<b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b> Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow.	<b>Start:</b> <b>Review:</b> Spring 2025		Please see pdf document provided by email.	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Check water meter for leaks</b> Perform a school's water audits regularly, including checking the school's water meter for leaks. United Utilities <a href="#">Eco-club friendly audit</a> and <a href="#">caretaker's audit</a> are helpful tools.	<b>Start:</b> <b>Review:</b> Spring 2025			
<b>Install systems to reduce water wastage e.g. controlled flow measures in bathrooms</b> As and when your existing taps approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible.	<b>Start:</b> <b>Review:</b> Spring 2025		As and when taps and toilets reach end of life.	

### 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
<b>Enrol with <a href="#">The Nature Park (NENP)</a> ★</b> The NENP aims to embed nature-based learning in 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.	<b>Start:</b> <b>Review:</b> Spring 2025		First steps you could take: <a href="#">creating your site's boundaries</a> and completing the <a href="#">Hidden Nature Challenge</a>	
<b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b> Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity.	<b>Start:</b> <b>Review:</b> Spring 2025		These two resources can support you with identifying best native plants and trees for your school:  <a href="#">National Education Nature Park – choosing plants</a>  <a href="#">Wildlife Areas for Schools – what to plant</a>	In progress
<b>Create outdoor learning spaces with seating, shade and suitable accessibility</b> 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.	<b>Start:</b> <b>Review:</b> Spring 2025		<a href="#">Useful information from Learning Through Landscapes</a>	In progress
<b>Have pupils carry out wildlife surveys</b> 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.	<b>Start:</b> <b>Review:</b> Spring 2025		Complete the <a href="#">Hidden Nature Challenge</a>	In progress

## 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
<b>Set up an eco-club for pupils to take leadership on issues</b> 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.	<b>Start:</b> <b>Review:</b> Spring 2025		This Let's Go Guide might provide some useful information: <a href="#">Let's start an eco-club</a>	
<b>Add sustainability goals/ projects/ successes to school website</b> 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:</b> <b>Review:</b> Spring 2025		LGZ certificate, which can be printed or added to the website, provided by email.	
<b>Appoint a sustainability focused Governor</b> Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.	<b>Start:</b> <b>Review:</b> Spring 2025			
<b>Apply for funding</b> Submit an application for funding for one or more of your projects. (CAA to share appropriate funds and grants, where available).	<b>Start:</b> <b>Review:</b> Spring 2025		Negotiations with Dioceses and company building nearby by-pass to secure further funds in progress	In progress

## CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Create an environment where lessons can be taught outside in all subjects</b> Improve outdoor learning by setting up regular opportunities to learn in nature. 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> .	<b>Start:</b> <b>Review:</b> Spring 2025			
<b>Survey staff on how they feel about teaching sustainability issues</b> 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:</b> <b>Review:</b> Spring 2025		Example: <a href="#">Staff survey on teaching sustainability issues</a>	

## GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Access the <a href="#">Climate Ambassadors</a> scheme</b> 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:</b> <b>Review:</b> Spring 2025			


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