

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

The Vine Inter-Church Primary School

1 year plan Spring 2026 – 2027

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Progress Key

Not Started

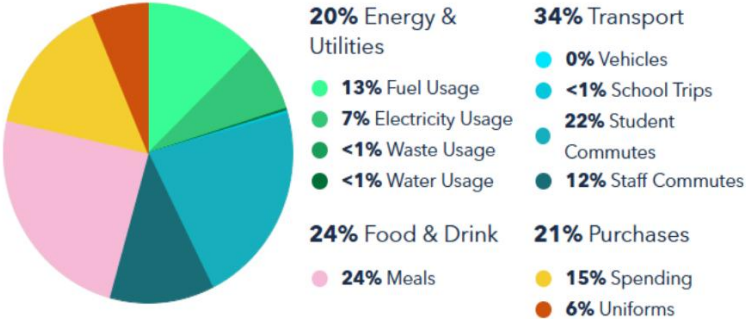
In Progress

Your school's carbon baseline: TBC t CO₂e Calculation: Month Year

Complete

★ = high carbon reduction actions

RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER
<p>Calculate your school's carbon footprint using Count Your Carbon</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 Sustainability and Climate Change Strategy, 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>Calculating your carbon footprint is a great first step on your decarbonisation journey. 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>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.</p>	

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Sign up to the Let's Go Zero campaign</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>Start: January 2026 Review:</p>	<p>Headteacher</p>	<p>Can book in with LGZ rep to guide us through the C.A.P.</p> <p>LR to reply to Nigel Stannett to confirm</p>	
<p>Set up a sustainability working group</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>Start: December 2025 Review: February 2026</p>	<p>Lucy Richardson</p>	<p>Group will consist of pupils across the school as well as a team of volunteer staff and be called The Green Team</p> <p>Governor?</p> <p>Meeting time , day and frequency – cover required?</p> <p>1 meeting per term?</p>	
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</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>Start: February 2026 Review: half-termly</p>	<p>Lucy Richardson</p> <p>Tracy Beedle</p>	<p>Lucy will liaise with Tracy to update the website, newsletters and school socials</p> <p>Green Team and overview plus successes eg Modeshift– by Easter</p>	

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>				
<p>★ (C01 – C03) Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>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.</p>	<p>Start:</p> <p>Review:</p>	GFL	ongoing	

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>				
<p>Take part in a switch off campaign</p> <p>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 switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start:</p> <p>Summer 2026</p> <p>Review:</p> <p>Autumn 2026</p>	Class teachers and wider staff	<p>Vine Summer switch down – ensure all devices are charged ahead of the end of term so that all charging docks are disconnected</p> <p>How will this be monitored?</p>	Summer 2026

D01: Remove obstructions in front of radiators (this blocks the heat)	Start: Review:	Green Team	Once a term pupils will do an audit with date and inspection and encourage their class not to block the heat.	
D02: Ensure lights and equipment are switched off at the end of the day	Start: Review:	Green Team Class teachers Caretaker	GT to create reminder posters for each room Lights left off until teachers arrive at their classrooms	

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>				
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: Review:	S Bell		

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: Spring 2026 Review: Spring 2027	Office team	Vine vintage at parent events Also a permanent rail outside the office	

<p>Reduce branding on uniform and other school items</p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO₂ limits on embroidery and personalisation.</p>	<p>Start:</p> <p>Review: spring 2027</p>	CMT	<p>Have reduced branding to 3 items – pe jumper, cardigan and jumper.</p> <p>Also no longer have indoor shoes – reduction in amount of footwear</p>	
<p>(A03) Follow sustainable practices when choosing products</p> <p>This approach involves purchasing products that were designed and produced ethically and sustainably, are energy efficient, 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>Start:</p> <p>Review: spring 2027</p>	CMT		
<p>Switch to recycled or sustainably sourced paper.</p>	<p>Start:</p> <p>Review:</p>		<p>Gradually switching from paper backing for displays to hessian. Initial outlay is pricy but should reduce costs long term as well as saving paper</p>	

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>				
<p>Carry out a bin audit to ensure mandatory recycling requirements are being met</p> <p>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.</p>	<p>Start: summer 2026</p> <p>Review: Autumn 2026</p>	Green Team	Audit	1 year
<p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>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</p>	<p>Start: autumn 2026</p> <p>Review: spring 2027</p>	Steph Smalley (DT Lead)	<p>Year 4 – waste workshop Thalia</p> <p>FS2 – sustainable workshops</p>	

processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.				
<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff</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 Plastic Free School with Surfers Against Sewage using their free resources.</p>	<p>Start: 2027 Review:</p>		<p>Change to break time snacks being single use plastic free</p>	<p>2 year plan</p>
<p>Establish procedures for the reuse of school supplies and equipment</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; School Resources Exchange; Facebook Marketplace, etc.</p>	<p>Start: spring 2026 Review: spring 2027</p>		<p>Gym mats went to parents / community rather than landfill</p> <p>Use of social media to advertise</p>	

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>				
<p>Run active travel campaigns</p> <p>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</p>	<p>Start: March 26 Review:</p>	<p>LRichardson</p>	<p>Big Walk and Wheel 16-27 March</p> <p>Walk to school week living streets May 2026?</p>	

<p>enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>				
<p>Develop an active travel plan</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). 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.</p> <p>Continue to work towards fewer cars being driven to school by working through Modeshift STARS programme</p>	<p>Review termly with travel surveys</p>	<p>Lucy R</p>	<p>Outstanding status achieved for 2025/26</p> <p>Continue to uphold this with regular site audits, travel surveys and initiatives (annually)</p>	
<p>Provide cycle proficiency lessons in school</p> <p>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).</p>	<p>Start: Review: summer 2027</p>	<p>Year 5 Team</p>	<p>ongoing</p>	
<p>Install EV charging points</p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p>Start: Review:</p>			<p>4 year plan</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
<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>				
<p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>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.</p>	<p>Start: summer 2026 Review: summer 2027</p>	<p>Head</p>	<p>Mr Hynes will write policy and share with staff - Summer Term</p>	<p>1 year</p>
<p>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</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 CO₂ levels using devices.</p>	<p>Start: summer 2026 Review: summer 2027</p>	<p>Head</p>	<p>Mr Hynes will share with staff -Summer Term</p>	<p>This year</p>

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>				
<p>Check site for leaks using your water meter</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 audit guide to involve students in carrying out a water audit.</p>	<p>Start: summer 2026 Review:</p>	<p>GFL</p>		

Schools of 600 pupils can save up to £5,000 per year through water reduction.				
<p>Raise awareness around water consumption and efficiency</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>Start: Sept 2026 Review:</p>			
<p>Install water butts to harvest rainwater</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>Start: October 2026 Review: spring 2027</p>	S Bell	3 butts	
<p>Install mechanisms to reduce water wastage</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 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.</p>	<p>Start: summer 2026 Review: summer 2027</p>	Green Team	Audit taps for push/release	

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>				
<p>Take part in The Nature Park</p> <p>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.</p>	<p>Start: February 2026 Review:</p>	<p>Sarah Bell</p>		
<p>Establish a gardening/nature club</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>Start: Sept 2025 Review: Sept 2026</p>	<p>Sarah Bell</p>		
<p>(B03) Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</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>Start: Review:</p>		<p>Focus on areas outside classes</p>	<p>2 years</p>
<p>Create accessible outdoor spaces that enable students to connect with nature</p>	<p>Start: Review:</p>		<p>Sensory garden. Low level access but not year round yet as access over grass which is hard to wheel over in wet weather</p>	<p>2 years</p>

Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.				
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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

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>				
(B01) 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: Sept 26 Review:	LR and Green Team	When will we meet?	
A01 Appoint a green governor	Start: March 26 Review:	Mrs Hearn, parent governor	National governors association has training available	
A02 Actively instigate sustainability as a governance item. Include net zero carbon and wider sustainability on monthly agendas.	Start: Review:			
G02 Include sustainability and net zero carbon into the job description and performance reviews of key staff such as the head and school business manager.	Start: Review:	Sarah Singletery, HR		1 year
[Insert own action here]				

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>				
<p>Complete a curriculum audit</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 Map The Curriculum may be helpful for this.</p>	<p>Start:</p> <p>Review:</p>			2 years
<p>Amend your curriculum to incorporate sustainability</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. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start:</p> <p>Review:</p>		<p>Best when pointers go in existing curric documents</p> <p>Start wth – science, geog</p>	2 years
<p>Survey staff on how they feel about teaching sustainability issues</p> <p>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.</p>	<p>Start:</p> <p>Review:</p>		Eco-anxiety – safeguarding policy?	2 years
<p>Create an environment where lessons can be taught outside in all subjects</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</p>	<p>Start: ??</p> <p>Review:</p>	Helen Bransbury	<p>Weekly lessons for all ? pupils</p> <p>Nurture sessions for selected pupils @ lunch times / afternoons</p>	

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 .			Wellbeing sessions for staff annually? Make better use of the outdoor classroom	
[Insert own action here]			Proper outdoor classroom	2 years

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:			2 years
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 awareness of vocational options (e.g. Plumbing, construction, electrical).	Start: Review:		FS2 aspirations day summer term	
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:		Approach parents via Newsletter – Earth Day? FS2 Aspirations Day?	
Provide opportunity for all pupils to take leadership on sustainability	Start: Review:		Forest school for all	

Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.			Rotate class monitors for lights / bins Tree planting	



www.letsgozero.org

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