

Climate Action Plan

Whitstable & Seasalter Endowed Junior School

1 year plan Autumn 2025 – 2026



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Your school's carbon baseline: 158.84 t CO₂e Calculation: 07/10/2025

Note: To compare 'like for like' with other primaries, I've added in the uniform footprint to the school's total footprint.

Comparative snapshot table below based on school data as of Oct 2025

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	24.9	24%
	Electricity	2	16.3	16%
	Waste	3	0.1	0%
	Water	3	0.3	<1%
Transport	School vehicles	1	0	0%
	School trips	3	1.1	1%
	Student commuting	3	5.7	5%
	Staff commuting	3	8.7	8%
Food	Food	3	33.6	32%
Purchasing & Uniform	Purchasing	3	13.9	13%
	Uniform ***	Out-of-scope	54.5	n/a



	Whitstable & Seasalter Juniors		Comparison
Average Per Pupil in Primary	Average pp	0.96	0.69
Fuel	0.13	0.11	Below average
Electricity	0.08	0.07	Below average
Waste	0.00	0.00	Average
Water	0.00	0.00	Average
Vehicles	0.00	0.00	Average
Trips	0.02	0.00	Below average
Student Commutes	0.13	0.02	Below average
Staff Commutes	0.07	0.04	Below average
Food	0.16	0.15	Below average
Spending	0.13	0.06	Below average
Uniforms	0.21	0.24	Above average

* '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.

** Percentage of your carbon footprint.

*** Uniform is out-of-scope and therefore not included within the pie chart.

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history
Last reviewed: <input type="text"/>

★ = high carbon reduction actions

Overall projected carbon savings: 7.5 - 16.5%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<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 calls on the UK Government help all schools make meaningful progress towards this by 2030.</p>	<p>Completed: March 2021</p>			Complete
<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 over time.</p>	<p>Baseline calculated: 07/10/2025</p> <p>Review: October 2026</p>			Complete
<p>Add sustainability plans, projects and successes to your website and 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 help!</p>	<p>Start:</p> <p>Review:</p>			
<p>Set up a sustainability working group</p> <p>Bring together stakeholders across the school to collaborate and share ownership of your CAP and support your sustainability lead in implementing it with a school-wide approach. Include SLT, site staff, finance, teachers and, if possible, representation from your governors and/or PTA. Try to meet at least termly to assign staff to lead on different CAP actions and report on progress.</p>	<p>Start: Oct 2025</p> <p>Review:</p>			In Progress

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	PROGRESS
<p>★ Optimise your BMS/BEMS settings and ensure both your heating and hot water systems have efficient timings and temperatures set</p> <p>Once you've had some support to address the AC undermining your heating efforts and have sufficient understanding of the controls, do some trials with optimization of your timings and temperature settings. (e.g. Can the heating shut off sooner with the AC fixed, recent roof insulation and draught-proofing in place?)</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). Ensure that timings are set on your point-of-use hot water systems so that they shut off out of hours across the week (not just over holidays).</p> <p>Communicating the motive for changes to staff is key. Experiment with your heating schedule while maintaining comfort - reducing the length of time you heat your buildings by 1hr per day or by 1°C overall can save 5% to 10% of your annual heating bill.</p>	<p>Start:</p> <p>Review:</p>			
<p>Draught proof doors and windows and ensure they open and close correctly</p> <p>Draught-proof areas around old or ill-fitting doors and windows to prevent energy and heat loss (especially those high windows which don't seem to close securely). Have new sealed windows and doors installed or opt for cheaper measures such as draught strips, brush seals or refurbishment to remove build-up of paint.</p>	<p>Start:</p> <p>Review:</p>			

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>★ Take part in a switch off campaign with power-down checklists and incentivise students to address energy usage</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).</p> <p>Enlist student support to design 'switch-off' signs or stickers to display by all lighting switch panels around the school and any power sockets or switches that can safely be turned off when not in use and encourage staff to consider whether they need all lights on in a room at a time where zoned lighting is possible.</p> <p>Create switch off checklists for the end of the day/week/term and school year for anything that doesn't automatically power down and display them in all classrooms and offices. Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p> <p>Consider incentivising student engagement through inter-class competitions and/or eco awards. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary school pupils.</p>	<p>Start: October 2025</p> <p>Review:</p>			<p>In Progress</p>
<p>Invest in a maintenance contract for your HVAC and ensure your site manager is effectively trained in the systems you have in place. (Seek support from your local Net Zero Hub if needed)</p> <p>Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's heating and cooling systems.</p> <p>Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School Business Managers,</p>	<p>Start:</p> <p>Review:</p>			

<p>Operational and Estates staff can access free advice and guidance on a variety of decarbonisation projects. I can make an introduction to Molly Gregory at the Greater South East Net Zero Hub if you'd like additional advice and support as you try to get your heating and cooling systems operating as they're intended to.</p> <p>Advice summarised directly from PCS Report, Mar 2025: <i>The HVAC systems should be serviced, recommissioned and full training given so that they can be properly understood and managed. Ensure systems are inspected every term for filters and general operation with annual maintenance inspections being carried out by contractors who specialize in these systems. Maintenance should also include annual review of set points, air volumes and control operation.</i></p> <p><i>When running correctly and fully maintained then these systems can be efficient, low carbon heating solutions but to also be economical it's necessary to ensure control settings are precisely set up and usage is monitored. This is the job initially for a specialist contractor, thereafter member of staff with suitable training can keep an eye.</i></p>				
<p>★ Implement a comprehensive power down strategy for electrical devices and appliances</p> <p>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 plugs) and manual shutdown approaches depending on need. If you want to understand better how much energy different appliances are using, consider buying a couple of low-cost plug-in energy monitors / power meters (plug in between the wall socket and the device plug to measure energy use over time).</p> <p>Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p>	<p>Start:</p> <p>Review:</p>			

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Arrange a menu consultation through ProVeg</p> <p>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. Send off your menu to ProVeg for a free menu consultation / advice on this. They can also support and advise with introducing more planet-friendly plant-based meals to your menus that children will enjoy</p>	<p>Start:</p> <p>Review:</p>			
<p>Reduce the quantity of meat in meat-based meals</p> <p>Explore and implement the addition of meat alternatives into meal-based meals such as lasagnas, Bolognese, shepherds and cottage pies etc. Lentils and pulses are excellent substitutes. ProVeg have some great resources to support with this too!</p>	<p>Start:</p> <p>Review:</p>			
<p>Ensure catering staff understand how to use energy efficiently in the kitchen</p> <p>Provide CPD training or guidance on energy efficiency to your in-house catering team, e.g. only using electrical equipment when needed, avoiding preheating for longer than necessary, and ensuring that large appliances not in regular use are switched off when not needed, that freezer contents are condensed when possible so additional units can be turned off, and fridges and freezers are defrosted regularly so they continue to operate efficiently.</p>	<p>Start:</p> <p>Review:</p>			

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Contact your waste contractor about reducing your general waste bins or quantity of lifts if they're being lifted when only part-filled</p> <p>New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. Review your main collection bins before they are emptied to see if the work you've been doing to divert more waste away from general and into food waste and recycling has resulted in a sufficient reduction of general waste that your bins are now being lifted when only part-filled. If changes are needed, discuss bin size, quantity and collection frequency with Biffa. Changes can result in cost-savings!</p>	<p>Start:</p> <p>Review:</p>			
<p>Monitor paper use and take steps to reduce consumption</p> <p>Use printer management software (e.g. PaperCut) to track, control, and reduce printing across devices, set printing quotas or credits, implement print-release systems and encourage double-sided and B&W printing and/or consider encouraging students to conduct a small paper audit for their classes to identify where they think paper use could be reduced and discuss ideas with their teachers (e.g. reduce sticking paper on paper/tape pages into books where needed, see where work can be copied down instead of printed, carrying part-finished exercise books over to the next year etc.)</p> <p>Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays throughout classrooms and offices. Consider creating some simple, point-of-use posters or guidance to encourage more moderate use of things like blue roll.</p>	<p>Start:</p> <p>Review:</p>			

<p>Establish procedures for the reuse of school supplies and equipment</p> <p>Consider having a sorting procedure before the end of term, with your students, to see what classroom supplies can be re-used and establish a practice of more mindful and active consideration of how and when to store or sort rather than reprint and replace teaching resources, reuse backing paper or replace with something longer lasting (e.g. hessian) etc.</p> <p>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:</p> <p>Review:</p>			
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>★ Develop a Sustainable Procurement policy and incorporate sustainable practices when choosing products and services</p> <p>A Sustainable Procurement Policy is a document that outlines your commitment to purchasing in a way that is both sustainable and ethical and articulates how you factor sustainability into procurement decisions. Consider the environmental impact of stationery, cleaning and classroom supplies etc. and how you can factor sustainability into decision-making alongside cost and other considerations, e.g. recycled or refurbished, refillable, or reusable items which may cost a little more initially but don't have to be repurchased year on year.</p> <p>Edexec offers some practical first steps for schools to consider. You may choose to adapt a template sustainable procurement policy such as this or this, or look at other schools' policies, such as East Preston, Molescroft, St Aidan's or Morcambe Road School. You can find some further advice and links from the Suffolk Sustainable Schools Network.</p> <p>Consider including a section on purchasing behaviour and practice, e.g. embedding an easy audit process of classroom supplies/stock at start of each term/short term which is then used to trigger requests for additional supplies, bundling order dates together to reduce deliveries etc.</p>	<p>Start:</p> <p>Review:</p>			

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Continue to update your active travel plan and reapply for funding for a shelter next summer</p> <p>Implement your school travel plan which supports cycling, walking and other forms of sustainable travel that are appropriate to your location and setting, and update the staff and student commuting data with new surveys next summer.</p> <p>Consider reapplying for funding through KCC's Jambusters for a family shelter once you've demonstrated commitment to ongoing updates to your travel plan with another year's data.</p>	<p>Start:</p> <p>Review:</p>			
<p>Promote walking and cycling to school with active travel initiatives (e.g. WoW) and by educating pupils</p> <p>Educate children (and the wider school community) on the benefits of active travel, e.g. with school assemblies, displays at parents' evenings or in newsletters, and by continuing to promote sustainable travel initiatives (e.g. Living Streets' WoW campaign)</p>	<p>Start:</p> <p>Review:</p>			
<p>Encourage staff and parents to carpool</p> <p>There are many apps that can help with this, (e.g. LiftShare) or alternatively a simple sign-up sheet in the staff office works well. The School Run Tracker is a planet-friendly mobile app for parents looking to share school runs for their children, save time and split costs that is free to join and has security checks in place.</p>	<p>Start:</p> <p>Review:</p>			
<p>Talk to your local authority regarding safety of roads around the school</p> <p>Discuss potential measures to improve road safety around the school with your local authority team.</p>	<p>Start: October 2025</p> <p>Review:</p>			<p>In Progress</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	PROGRESS
<p>Apply for funding and/or seek support to build sheltered areas on playgrounds for heat resilience</p> <p>Investigate costs and options to install awnings/shading measures to provide adequate shelter for students on hot days. These might be temporary (e.g. a fabric shade that you can put up and take down, anchored between the main school and garden room) or permanent awnings/shading measures (e.g. a year-round shelter, green canopy etc.)</p> <p>Possible sources of funding might include the B&Q Community Re-Use scheme for materials to use in your building or developing your own outdoor shades or shelters (e.g. imperfect, ex-display and end of line stock) and the Learning through Landscapes Local School Nature Grants (for seating or all-weather kits including tarps to erect as a canopy or similar) which should reopen early 2026. There may also be scope for considering applying to the Benefact Trust (e.g. developing a Spiritual Garden area with appropriate shading).</p> <p>If you plan to do some of your own fundraising for part of the project e.g. with the PTA doing sponsored activities, encourage them to consider applying to the Aviva Trust to match-fund donations across a limited time period of fundraising. (Likely to be eligible if a charity.)</p>	<p>Start:</p> <p>Review:</p>			

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Continue to raise awareness around water consumption and efficiency</p> <p>Look into whether your current water supplier has free education resources or opportunities on their website, e.g. assembly sessions, water audits, webinars, downloadable tools and guides etc. Install some point-of-use guidance if needed, e.g. signs in toilets explaining half-flushes, reminders over taps that aren't self-closing etc. Consider also getting students to create posters for around the school that illustrate good practice that you'd like to implement to help educate and embed it into school culture.</p> <p>Take a look at the resources for schools from WaterWise to raise awareness around water scarcity (a growing issue in the South-East) and consider other ways to conserve water, e.g. when running taps for cold water to refill bottles, and/or having collection points for students to empty out the waste water from their water bottles.</p>	<p>Start:</p> <p>Review:</p>			

3. Biodiversity and Green Infrastructure

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

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Increase planting of available areas</p> <p>Identify areas in your school grounds which could accommodate new planting (e.g. redoing the planters, making use of the trellises, introducing some upcycled planters in other corners of the playground). This could include native plants in borders, planters or pots.</p>	<p>Start: October 2025</p> <p>Review:</p>			<p>In Progress</p>
<p>Establish a gardening/nature club</p> <p>Set up a gardening and/or nature club for 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 (like seeds or seedlings and plant cuttings, spare tools, growing containers etc).</p> <p>Register your school with RHS Campaign for School Gardening and receive a free welcome pack with growing resources and useful advice.</p>	<p>Start:</p> <p>Review:</p>			

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	PROGRESS
<p>Develop an eco-focus for your Agents of Change and have pupils lead on sustainability initiatives</p> <p>Develop your Agents of Change programme with an eco-focus and consider co-creating an 'eco charter' with pupils, identifying personal pledges to work towards the target as a collective and ensuring student voice on sustainability is embedded. Consider developing this as a strand of your courageous advocacy work.</p> <p>There are some good free resources to help you get started with this, such as the Young Climate Warriors 'Club in a Box' and the Better Planet Schools free modular curriculum (super for Eco Clubs and Councils) and although the Green Schools Project switched their focus to Zero Carbon Schools, their free Eco Team resources are still available for schools.</p>	<p>Start: October 2025</p> <p>Review:</p>			<p>In Progress</p>

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<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, and to help build an understanding of where there may be CPD needs. This may focus on topics as a whole or individual lessons across all subject areas.</p> <p>The Climate Education Toolkit includes a free curriculum mapping tool you can use for this, or if you'd like to map your curriculum against the UN SDGs, try Map The Curriculum. Involve as many of your teaching staff as you can to draw on their insights and give them shared ownership of the process too.</p>	<p>Start:</p> <p>Review:</p>			
<p>Amend your curriculum to incorporate sustainability</p> <p>Embed eco projects into the science module you identified as an opportunity and build on your curriculum audit results to include stronger links to climate change and sustainability. Make use of plug-and-play curriculum-integrated lessons and activities from the National Education Nature Park, Learning Through Landscapes, and the Natural Curriculum etc.</p> <p>Teach the Future, the Royal Meteorological Society's Curriculum for Climate Literacy and the MoEE also have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start:</p> <p>Review:</p>			
<p>Share best practice and ideas internally</p> <p>Take the opportunity to launch your CAP with the whole staff body at an inset day, if you can, and share the ways that you're starting to embed sustainability into practice.</p> <p>Consider ensuring that sharing sustainable practices is on the agenda at curriculum meetings, departmental</p>	<p>Start:</p> <p>Review:</p>			

<p>debriefs and teaching collaboration strategies. It could also involve CPD opportunities, tips in staff meetings, a peer observation focus, school bulletins and newsletters. The aim is to establish a working culture that encourages sustainability considerations as part of everyday practice and embeds sustainability and climate education across your formal and informal curricula.</p>				
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GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
<p>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils as part of a year-round programme of opportunities, e.g. drawing on your PTA, governors and local wildlife trusts and environmental organisations. Consider also using Primary Futures, Inspiring the Future, Speakers for Schools, Greenpeace etc. to find speakers.</p>	<p>Start: Review:</p>			
<p>Provide opportunities for all students to take a lead on sustainability initiatives with support from staff across different areas of the school</p> <p>Aim to embed plenty of opportunities for student engagement and leadership on sustainability projects to try and make it possible for all students to engage and lead somewhere in their school journey.</p> <p>Try to spread the support load across key staff so that staff aren't overwhelmed with student engagement projects to run over and above their usual workload and so students get experience working alongside different adults with different skillsets, e.g. Agents of Change initiatives with someone from SLT, switch off and paper-reduction campaigns with class teachers, gardening club with your Outdoor Learning lead etc.</p>	<p>Start: Review:</p>			

Forward Planning

Actions to keep in mind for future Climate Action Plans

Energy - Buildings

- **Investigate the potential for solar panels with support from KCC through Solar for Schools**

Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and 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. Julianna Munoz at KCC has been working closely with [Solar for Schools](#) to explore financial models to support schools in getting solar installed. Your energy supplier, LASER, also have a [Net Zero framework](#) you could also consider which is compliant with KCC's requirements.

- **Investigate the business case for having a Building Management System (BMS) installed**

Part of the struggle you're having at present is multiple complex systems that don't interact with one another. If issues with getting the air conditioning settings and operation of your HVAC set correctly go persist and you're still struggling to control and operate your systems once that work is complete, I recommend investigating the costs and viability of getting a Building Management System (BMS) installed that controls all your current heating and ventilation systems. This could increase operational control and efficiency by having one central control system that you have support to optimise and maintain that is integrated with the various systems you have in place. You could reach out to the [Greater South East Net Zero Hub](#) to for advice on this or consulting BMS specialists (e.g. [Impact Control Systems Ltd](#)) about the costs/benefits of integrating or upgrading to a single system to make management of all your heating and cooling infrastructure more accessible going forward.

Energy - Behaviour

- **Ensure staff understand how to heat their rooms in the most energy efficient manner**

Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues. Where appropriate, ensure staff understand how to check that underfloor heating hasn't been inadvertently disabled and make sure these switches are clearly labelled.

- **Monitor energy use on a regular basis through dedicated platforms**

Once your supply issues are addressed and you have sufficient training in how to manage your BMS and HVAC systems, consider using 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. You should already have access to *some* of your data through your LASER dashboard, but if it doesn't include half-hourly data from your smart meters, you can ask them for access to it. You'll need to have smart meters in place to do this.

Food

- **Start composting again on-site**

Set up or improve composting for small items like snack-time fruit that can easily be collected and taken out on a daily basis by class monitors, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! You already have the compost bins in place, but not in active use, but if these aren't fit for purpose anymore, ask your school community for unwanted compost bins.

Waste

- **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 Clever School](#) or a [Plastic Free School](#) with [Surfers Against Sewage](#) using their free resources and teach students about their local marine environment, as Kent has an abundance of coastline and a [large marine conservation area](#) around Thanet.

Transport

- **Carry out a road safety audit (if needed) and continue to provide lessons for pupils**

Assess current road safety by looking at crossings, levels of traffic, speed zones, parking and cycle paths. Use this to inform your road safety actions going forward and educate students *and parents* about how to use the roads safely. Access downloadable road safety materials from the [Jambusters](#) website or elsewhere to use to keep road safety education in the forefront of pupils' and parents' minds.

Adaptation & Resilience

- **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 heatwave policy to make practice clear and consistent to communicate and implement, and address issues such as passive ventilation measures, PE lessons, uniform, sunscreen and outdoor learning. Consider adopting the [joint union heatwave protocol](#) including short-term, medium term and long-term measures.

Water

- **Ensure access to sufficient, clean and working water fountains and/or taps during break times**

Provide a suitable number of cold drinking water points throughout the school including ones that can be accessed during break and lunchtimes from the playground (and, if possible, ones that bottles could be refilled from). Aim for minimum of 1 point per 50 students, if you can!

Nature

- **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 so that students and staff can make informed choices about how to enhance and care for their local flora and fauna. This is a great tool for engaging student voices in protecting and investing in nature and for fostering leadership skills. Consider working with support from St Alphege's to extend these activities into the church grounds too (Rachel mentioned developing a strip of wildlife garden behind the church?)

- **Increase biodiversity to support local wildlife**

Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife, e.g. planting pollinator-friendly plants, putting up bird feeders and bat boxes, making a hedgehog corridor. Reach out to your wider community for support and resources, (like bird feeders, materials to upcycle into planters and bug hotels etc).

Depending on capacity, consider the opportunity to develop green skills, STEM experience and outdoor learning alongside this with a student research project around enhancing biodiversity e.g. through The Royal Society's [Tomorrow's Climate Scientists](#) initiative. They can grant up to £3000 to schools for [projects](#) with a research element that involves one or more STEM professionals who volunteer their time.

Culture

- **Set up a sustainability award for students or classes**

Create an Eco Award either as an end of year celebration or a weekly/half termly award to celebrate students' and classes' active engagement in sustainability, e.g. for the class who do the most recycling/turn off lights and screens most consistently, perhaps as an end-of-year celebration or a weekly/half termly award, or make use of your house points system to encourage and incentivise good practice and friendly inter-house competitions on climate action – whatever fits best with your current recognition programmes.

- **Provide CPD opportunities for staff on sustainability**

Investigate appropriate CPD [opportunities for staff](#), including [free webinars](#), [free CPD programmes](#) and sharing existing sustainability related content, and/or developing skills through more in-depth training such as [Carbon Literacy Training](#) or [Climate Fresk](#).

Green Skills & Careers

- **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. Harness their skills and expertise to enhance your Climate Action Plan or when you have a particular project where you could use extra support or expertise. Let me know if you'd like an introduction to the regional hub manager, Gemma Bailey.



www.letsgozero.org

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