

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

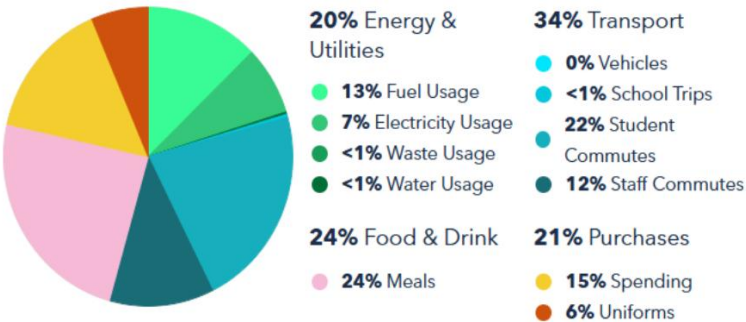
Springside primary

1 year plan Autumn 2025 – 2026



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

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>	

Progress Key
Not Started
In Progress
Stalled
Complete
Continuous/ongoing

Climate Action Plan history
Last reviewed: 23.2.26

★ = high carbon reduction actions

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	Start: 23.2.26 Review: 23.2.27	G Thornicroft (head)	Signed up on the website	Done
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.	Start: 23.2.26 Review: 23.2.27	G Thornicroft (head) M Howard (Site Manager)	G Thornicroft is sustainability lead, supported by M Howard. SLT make up full team – B Connor, T Wynn, E Mullineux, C Patterson	Done
Add sustainability plans, projects and successes to your school website and share through wider communications Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard B Connor (IT Lead)	Media pack LGZ 2025 Action plan is in the process of being implemented but there has been little promotion of the action publically. Plan has been shared with governors. We can set up a page on the website We can include achievements in the newsletter	Started
Sustainability working group to carry out a sustainability audit across school	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	An audit across school can be carried out	Not started

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks .	Start: 23.2.26 Review: 23.2.27	M Howard	Water meter is already smart but we are not currently tracking usage Gas meter is already smart but we are not currently tracking usage Electric meter is not currently a smart meter	started
 Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE .	Start: 23.2.26 Review: 23.2.27	M Howard	We have control of the heating system in school We have 2 boiler houses so hearing in EYFS can be set differently to the rest of the school Heating is adjusted depending on the time of year and the weather. Heating is adjusted according to school holidays	Continuous/ongoing
Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	Start: 23.2.26 Review: 23.2.27	M Howard	There are TRV valves in all radiators in school. TRVs are replaced by Site Manager when they break,	Done

Install a hot water boiler in the staff room to replace kettles Water boiler uses less energy to keep it hot than the cost of boiling kettles throughout the day.	Start: 23.2.26 Review:23.2.27	G Thornicroft	Hot water boiler has been installed in the staff room.	Done
Replace traditional lighting with LED lighting LED lighting is much more cost effective than traditional lighting	Start: 23.2.26 Review:23.2.27	G Thornicroft	Lighting is being slowly replaced with LED lighting as updates and fixes are needed. Infant corridor has been replaced with LED lighting.	Started
Lighting in school which is on a sensor and switches off Lights on a sensor which switch off when there is no movement will save electricity.	Start: 23.2.26 Review:23.2.27	G Thornicroft	Majority of main areas in school have sensor lights	Done

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>				
Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	We can engage in this campaign and it can be led by the eco-warriors group. Raise awareness across school about the amount of wasted energy due to leaving lights on in unoccupied rooms.	Not Started
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	We will look into this platform and assess if it can be of use for Springside. We have smart meters for water and gas but not for electricity.	Not Started

decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.				
Implement a power down strategy for electrical devices and appliances Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	We can engage with this campaign. We will raise awareness across all staff about the importance of powering down all appliances when not in use. -computers, projectors, smart boards, scanners printers, computers, unplugging chargers. -Laptop trolley is on a timer for charging -it has been recommended that the water boiler in the staffroom is not switched off at night time but may be switched off during school holidays.	Not Started

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>				
Carry out a menu consultation Ensure there is a vegetarian/vegan option every day on the menu and this is clearly advertised. Ensure parents can order their children's food as they know what their children like so this will reduce food waste.	Start: 23.2.26 Review: 23.2.27	G Thornicroft School Cook	-Springside lunches are provided by Citywide Catering -We carry out a survey with Citywide every year to ensure all menus meet the DfE food standards -There are vegetarian/vegan options every day as there are no Halal options so there must be a vegetarian option every day. -Parents can order their children's meals online so there is an adult choosing the most appropriate meal for their child. This will also reduce food waste.	Done

<p>Increase the number of planet friendly, meat-free options on offer every day</p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>	<p>Start: 23.2.26 Review: 23.2.27</p>	<p>G Thornicroft School Cook</p>	<p>-There is a vegetarian option every day for the main meal</p> <p>-There is a vegan menu</p> <p>-There are vegetarian options for sandwiches and jacket potatoes</p> <p>-We have Fish Friday every week</p>	<p>Done</p>
<p>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.</p>	<p>Start: 23.2.26 Review: 23.6.27</p>	<p>G Thornicroft School Cook M Howard</p>	<p>-We could start small with this activity and look at weighing the amount of food thrown away after lunch.</p> <p>-We would need to train the children to separate waste such as yogurt pots from food when they take their trays back.</p> <p>-bin bags could be weighed after lunch and results shared with children in assembly.</p>	<p>Not started</p>
<p>Main school food waste bin used</p> <p>School has a food waste bin which is emptied by the council weekly</p>	<p>Start: 23.2.26 Review: 23.6.27</p>	<p>G Thornicroft School Cook M Howard</p>	<p>-We have a food waste bin from the council.</p> <p>-We need to encourage better waste separation e.g. food and yogurt pots so that more food can be recycled effectively.</p> <p>-We need to encourage the kitchen staff to use this bin more.</p>	<p>Started</p>

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>				
<p>★ Develop your uniform exchange and extend existing reuse practices</p> <p>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!</p>	<p>Start: 23.2.26</p> <p>Review: 23.2.26</p>	<p>G Thornicroft</p>	<p>-We already have termly used uniform sales</p> <p>-We already accept spare uniform donations</p> <p>-We already give spare uniforms to families in need for free</p> <p>-We already accept donations of other clothes such as PE pumps and coats and donate to families in need for free</p>	Continuous/ongoing
<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: 23.2.26</p> <p>Review: 23.2.27</p>	<p>G Thornicroft</p>	<p>-We do not require any of our uniforms to be branded</p> <p>-We do not have any uniform which needs to be purchased specifically, our uniform is all generic colours which can be purchased anywhere</p>	Done
<p>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</p> <p>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.</p>	<p>Start: 23.2.26</p> <p>Review: 23.2.27</p>	<p>G Thornicroft</p> <p>M Howard</p>	<p>-We will consider efficiency ratings on all new purchases such as ovens, fridges, washing machines, dryers and dish washers</p>	Continuous/ongoing
<p>Hand dryers</p> <p>Efficient hand dryers installed to replace the amount of used hand towels which are thrown away.</p>	<p>Start: 23.2.26</p> <p>Review: 23.2.27</p>	<p>G Thornicroft</p> <p>M Howard</p>	<p>Efficient hand dryers have been installed in all children's toilets where hand towel usage was very high.</p> <p>Efficient hand dryers will be placed in adult toilets when funds allow</p>	Started

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: 23.2.26 Review: 23.2.26</p>	<p>G Thornicroft M Howard</p>	<p>-All classrooms have a paper waste bin and a general waste bin</p> <p>-Staff room has a paper waste bin, cans and bottles waste bin and a general waste bin.</p> <p>-Outside we have commercial paper waste bins, general waste bins, cans and bottles waste bin and a food waste bin.</p> <p>-We are currently not recycling as much food waste as we can. We do not have a food waste bin in the staffroom and we are not separating food waste in the dining hall.</p>	<p>started</p>
<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 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>	<p>Start: 23.2.26 Review: 23.2.27</p>	<p>G Thornicroft</p>	<p>-We could increase the amount of teaching around recycling – in the classroom and in assemblies.</p> <p>-The eco team could engage in recycling activities.</p>	<p>Not started</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</p>	<p>Start: 23.2.26 Review: 23.2.27</p>	<p>G Thornicroft M Howard</p>	<p>-where possible equipment is already sold or donated on places like Facebook Marketplace, Ebay or Vinted</p>	<p>Started</p>

donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange ; Facebook Marketplace, etc.			-We already purchase equipment from second hand sites such as equipment for the staffroom -We collect in all equipment before ordering new - We need to get better at looking after our equipment and storing it properly to ensure it is looked after and we do not hve to buy replacements	
Recycling At projects We can look into creating art fixtures in school by using recycled materials e.g. Tile mosaics, bottle top collages etc.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	-We will start some collection campaigns and create some recycled art. -Art could be created by individual classes or by the eco-warriors.	Not started
WEEE Disposal Review how electrical equipment is disposed of and ensure it meets requirements	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard B Connor (IT Lead)	-We will ensure we dispose of any electrical equipment according to requirements	Continuous/ongoing

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Run active travel campaigns Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	Springside used to be part of the Living Streets campaign. This could be reintroduced to the children to encourage walking or cycling to school.	Not Started

Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	Start: 23.2.26 Review: 23.2.27	G Thornicroft	Bikeability level 1 and 2 training is offered annually in Y5 – all children have the option to partake as we can pay £50 to have bikeability owned bikes delivered. Children must already be able to ride a bike to be able to do the course We allow children to come to school on scooters and bikes and we offer bike and scooter stands on school grounds.	Continuous/ongoing
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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>				
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	We will subscribe to UKHSA heat-health alert service We will write a heat wave policy We will look at and consider adopting the joint union heatwave protocol	Not started
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air	Start: 23.2.26 Review: 23.2.27	G Thornicroft	Look at the different ways each room can best be ventilated Consider purchasing classroom fans Consider purchasing air conditioning units	Not Started

flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO ₂ levels using devices.			Ensure hot weather protocols are being followed e.g. leaving windows closed on hot days	
			Ensure blinds are working and are kept down to keep rooms cooler	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Check site for leaks using your water meter Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	All faulty push button taps to be replaced with turning taps Any leaking taps mended or replaced Leaking toilets and urinals fixed Leaking radiators fixed We could monitor water bills to check and increases un usage which may signal a leak	ContinuousOngoing
Raise awareness around water consumption and efficiency Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	Increase pupil's awareness of water consumption through assemblies and lessons Eco team to go round school checking for leaking taps and toilets Possibly get a visit from the water company to talk to children in assembly.	Not Started
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	-We already have a couple of water butts in school but these are not installed properly and currently do not collect enough water.	Stared

			-Install proper water butts and use this water to water plants around school	
Install mechanisms to reduce water wastage 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.	Start: 23.2.26 Review: 23.2.27	G Tornicroft M Howard	-investigate water saving initiatives to reduce water consumption in school. At end of life, install new equipment which includes reduced water consumption mechanisms.	Not Started

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>				
Establish an eco-club Set up an eco club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Eco warriors club meet every Wednesday lunchtime -Site manager is leading the club -Club carry out school grounds improvement work	Done

			<ul style="list-style-type: none"> -Club members are voted in and there will be a rotation of members -Club members report back regularly in assemblies 	
<p>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: 23.2.26 Review: 23.2.27</p>	G Thornicroft	<ul style="list-style-type: none"> -We already have a school pond -We have designated an area of school to be left wild -We have bird feeders -We have bird houses and bug houses but these could do with replacing -Our eco team will be involved in projects to further develop the school ground 	Started
<p>Create accessible outdoor spaces that enable students to connect with nature</p> <p>Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>	<p>Start: 23.2.26 Review: 23.2.27</p>	G Thornicroft	<ul style="list-style-type: none"> -there is a shaded summer house in EYFS and in the main area of school -The school site has many trees and shrubs to study -There is a safe, fenced off pond area where children can go and study pond life -We have outdoor picnic tables where children can work outside -We could look at developing more designated areas 	Started

Staff expertise improved Staff need to be trained in how to make the most of the nature which is available on the school site	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Head teacher has extensive knowledge from working on a conservation site in the past. Head has extensive knowledge in relation to pond dipping and minibeausting. -Head needs to pass this knowledge onto staff	Started
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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>				
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: 23.2.26 Review: 23.2.27	G Thornicroft M Howard	- Eco warriors group has been set up and currently meet weekly at lunchtime - Eco group will get involved in many grounds improvement programs - Already carried out tidying activities - Will get involved in planting activities around school	started
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	- Build CPD around sustainability into staff training sessions	Not Started

Create a culture of sustainability across all stakeholders Ensure sustainability is part of the culture of school. Staff automatically switch lights and appliances off and everyone conserves water. Work of the eco warriors team is embedded into school life	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Staff and children automatically switch lights and appliances off -Staff and children automatically conserve water -Eco-warriors meet regularly and have a planned program of activities	Started
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CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Complete a curriculum audit Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as Map The Curriculum may be helpful for this.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-The senior leadership team of school can carry out an audit of the curriculum to highlight areas where sustainability is taught. -Gaps in coverage can be identified	Not Started
Amend your curriculum to incorporate sustainability Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future , Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-We can start off small by introducing this topic more in assembly -We will not be rewriting the curriculum until the DfE introduces the new curriculum but when we review our curriculum, we can do it with sustainability in mind.	Not Started
Survey staff on how they feel about teaching sustainability issues Conduct a survey to understand staff capability to teach sustainability and use this to identify any support	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-We can create a staff survey with the support of Edurio which the trust pays into	Not Started

needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use.				
Create an environment where lessons can be taught outside in all subjects Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association , Learning Through Landscapes or the National Education Nature Park .	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-We already have the designated, enclosed pond area -We already have outdoor picnic tables for children to work on outside -Currently, teachers do not look for opportunities to get children outside enough for learning	Started
Forest School – NEST Woodland Adventures Continue to work with and develop work with NEST Woodland Adventures	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Continue to work with NEST to ensure they continue to hire our grounds -Continue to support the Holiday Activity and Food Program (HAF) and invite all children in the local area to attend (not just Springside children) -Advertise the clubs to ensure there is good attendance -Ensure grounds are suitable for the NEST activities	Continuous/ongoing
Use of Burrs Country Park and visits to Jersey Girls farm and Ice Cream Parlour School trips which do not involve transport, use of a local environmental resource, learn about dairy farming.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Look for school trips which do not involve transport -Use of excellent environmental resource on the school's doorstep -Learn about dairy farming and sample ice-cream -Learn about the history of Bury	Continuous/ongoing
Use of other visitor areas in Bury Areas which can be accessed using public transport without the cost of a coach	Start: 23.2.26 Review: 23.2.27	G Thornicroft	-Look for places to visit in Bury e.g. steam railway, fusiliers museum, town hall, art gallery etc. -Use public transport wherever possible instead of hiring coaches	Continuous/ongoing

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>				
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: 23.2.26 Review: 23.2.27	G Thornicroft	We can look into inviting speakers into assemblies.	Not started
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	Start: 23.2.26 Review: 23.2.27	G Thornicroft	We will engage as many children as possible in sustainability projects All classes in school have already been involved in bulb planting and tree planting We will rotate membership of eco-warriors	Started



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