

# Climate Action Plan

## Shelton Junior School

1 year plan Spring 2025 - 2026



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**Carbon baseline:** TBC tCo2e    **Calculation:** Date

### GETTING 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>Completed?</b> 15 <sup>th</sup> May 2025		The school has joined this campaign and will use this platform to reduce the school's carbon impact.	KD
<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> May 25 <b>Review:</b> June 25	<b>[YOUR NAME]</b>  Sustainability Leads	Use this sheet to collect data then input into Count Your Carbon to get your emissions baseline	KD
<b>Sign up to the <a href="#">Sustainability Support for Education</a> online hub</b> A DfE-funded project that offers 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> May 25 <b>Review:</b> June 25	<b>[YOUR NAME]</b>  Sustainability Leads		SB

## 1. Decarbonisation and Energy Efficiency

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

ENERGY				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Take part in a switch off campaign</b> ★</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).  <a href="https://jointhepod.org/campaigns/sof25">https://jointhepod.org/campaigns/sof25</a></p>	<p><b>Start: Nov 25</b></p>			AK
<p><b>Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms</b></p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</p>	<p><b>Start:</b> <b>Review:</b></p>			LT
<p><b>Monitor energy use on a regular basis through platforms such as Energy Sparks</b></p> <p>Sign up to <a href="#">Energy Sparks</a></p> <ul style="list-style-type: none"> <li>• Uses schools' own smart meter data to display energy usage</li> <li>• Focus on educational no and low cost opportunities for energy saving</li> <li>• Allows pupils to see the carbon and cost impact of their actions and learn they can effect change</li> <li>• The average school saves 10% in their first year - £3,000 and 12.8 tonnes CO2 for average primary and £12,000 and 48 tonnes CO2 for the average secondary</li> </ul> <p>For more info: <a href="#">Energy Sparks for schools   Energy Sparks</a></p>	<p><b>Start: 15.5.25</b> <b>Review:</b></p>		<p>Book a demo: <a href="https://energysparks.uk/campaigns/book-demo">https://energysparks.uk/campaigns/book-demo</a></p>	KD/AK
<p><b>Incentivise students to address energy usage eg Energy Champions initiative</b></p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable.</p> <p><b>Free resources:</b> <a href="#">Energy Sparks</a></p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Green Team campaigning to save electricity. School-wide poster competition to involve all children in creating a poster to save electricity. Poster placed around school. Green Team check ins with SBM to check usage of energy and report back to school.</p>	SB
<p><b>Introduce a school policy around lighting use</b></p> <p>Having a lighting policy is a quick win, and a great way to get students on board. Get the eco-club to design 'switch-off' signs or stickers to display by all lighting switch panels around the school. This may also include getting staff to consider</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Green Team poster created to use around school (near switches).</p>	SB

whether they need all lights on in a room at a time where zoned lighting is possible, and how much light these provide.  Free resources: <a href="#">Energy Sparks</a>				
<b>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</b>  Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.  Free resources: <a href="#">Energy Sparks</a>	<b>Start:</b> <b>Review:</b>			KD
<b>Install TRVs on radiators</b>  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 existing radiators.	<b>Start:</b> <b>Review:</b>		In place	LT
<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> <b>Review:</b>		In place	LT

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Run active travel campaigns e.g. <a href="#">Modeshift STARS</a></b> Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.  Walk to school week May 2025 <a href="#">Primary Schools</a> Walk to school week May 2025 <a href="#">Secondary Schools</a>  <a href="#">Cycle to school week Sept 2025</a>  Big walk and wheel Mar/Apr 26 <a href="#">Sustrans Big Walk and Wheel 2025</a>	<b>Start:</b> <b>Review:</b>		Wheely Wednesdays – add dates	AK

<p><b>Provide cycle proficiency lessons in school e.g. <a href="#">Bikeability</a></b></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.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>		Get dates for bikeability	AR
<p><b>Develop an active travel plan</b> ★</p> <p>Register for <a href="#">ModeShift STARS</a> to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			AR
<p><b>Encourage staff to carpool</b></p> <p>There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office works well!</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			AK

### PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Reuse school uniform and PE kit through a uniform exchange</b></p> <p>Set a target of increasing reuse of uniform items each year through your Uniform Exchange/Swap Shop</p> <ul style="list-style-type: none"> <li>• Increase opportunities for families to access uniform swap shop</li> <li>• Reframe uniform reuse away from 'for those in need' to positive climate action</li> <li>• Educate pupils and parents on the high carbon impact of clothing and the importance of reuse</li> </ul> <p>Include dress-up day items, wellies etc</p>	<p><b>Start:</b> 15.5.25</p> <p><b>Review:</b></p>	<p><b>Families</b></p> <p><b>Breakfast Club team</b></p> <p><b>Admin team</b></p>	<p>School Swap Shop – always available daily for parents to either donate or select school uniform, shoes, coats etc.</p> <p>Will offer this on a weekly basis on the school playground at the end of the school day.</p> <p>This is promoted through Class Dojo and messaging service</p>	KD
<p><b>Consider carbon footprint and environmental practices of the services/companies you use</b></p> <p>Develop a Sustainable Procurement policy or strategy. See <a href="#">Molescroft Primary procurement policy</a></p> <p>For some practical first steps when thinking about sustainable procurement in your school:</p> <p><a href="#">Sustainability in school procurement   Edexec</a></p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			KD
<p><b>Include sustainability as part of your criteria for procurement</b></p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			

This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste. This action can follow the development of a sustainable procurement policy.				
<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. Consider using <a href="#">Collecteco - Donate Furniture, Equipment &amp; Materials to Good Causes</a> and free <a href="#">School Resources Exchange - SELL   BUY   SWAP</a>	<b>Start:</b> <b>Review:</b>			KD
<b>Switch to recycled or sustainably sourced paper</b> Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.	<b>Start: 15.5.25</b> <b>Review:</b>		Most communication to parents is paperless. We use Class Dojo and Teachers2Parents to send regular communications.  Paper is used for annual school report.	KD
<b>Switch to an ethical bank</b> Align your money and financial activities with your values. Sign up to <a href="#">Switch It Green</a> and use their Green Banking Platform to find out what your current bank is funding and switch to a new green bank from the recommended list.	<b>Start:</b> <b>Review:</b>		Bank account is with Derby City Council – we have no control over this	KD

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Offer a vegan / vegetarian option every day</b> ★ Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.	<b>Start: 15.5.25</b> <b>Review:</b>		School Menu has a meat free day weekly.  There is always a hot vegetarian meal option each day, as well as a vegetarian sandwich option.  If parents have informed us of dietary requirements – we are able to accommodate vegans and currently provide vegan meals for a pupil.	KD
<b>Encourage caterer to apply for free Proveg</b>	<b>Start: 21.7.25</b> <b>Review:</b>		Sent an email and link through to Grampian for clarification on certification.	KD

<p><b>School Plates award</b> certification encouraging more planet-friendly menu choices.</p> <p>If every child switched one meal from animal to a plant-based once a week that could save the typical primary school (300 students) over 20 tCO2e in an academic year!</p>				
<p><b>Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room</b></p> <p>Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.</p>	<p><b>Start: 15.5.25</b> <b>Review:</b></p>	<p><b>Pupils</b> <b>Staff</b></p>	<p>All pupils are encouraged to clear plates personally in the 'cleaning station'. This ensures food waste is deposited in food waste caddies.</p> <p>Food is delivered to school from our catering supplier and is delivered to order, thus reducing our food waste drastically.</p> <p>Food is cooked in stainless steel pans, then packed into thermal boxes for transportation. Single use plastics is kept to a bare minimum.</p>	<p>KD</p>
<p><b>Start or improve composting on school site</b></p> <p>To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors.</p> <p><a href="#">More info on setting up composting here</a></p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Discussions with Green 'Eco Team' on how we can use compost bins safely from the Spring term. Rota will be used for members to be in charge of composting to the designated area.</p>	<p>SB</p>
<p><b>Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options.</b></p> <p>Aim to increase uptake of plant-based meals through pupil-led assemblies</p> <p><a href="#">Classroom resources here</a></p>	<p><b>Start:</b> <b>Review:</b></p>			<p>SB</p>

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Consider waste reduction projects	<p><b>Start:</b> <b>Review:</b></p>			<p>SB</p>

<p>Eg become a <a href="#">Plastic Free School</a></p> <p>Switch from milk in tetrapacks: <a href="#">cool milk</a></p>				
<p><b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom and are labelled clearly</b></p> <p>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.</p> <p>Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or <a href="#">Wastebusters</a> have signs and resources designed for primary age and you can access food waste bin labels on <a href="#">Guardians of Grub</a>.</p>	<p><b>Start: 17.7.25</b> <b>Review:</b></p>	<p><b>Pupils</b> <b>Staff</b></p>	<p>Recycle bins are located in classrooms and also the main school office and staff room.</p> <p>The school's waste management contract is with Biffa, with the inclusion of a weekly recycling commercial bin.</p>	<p>LT</p>
<p><b>Education around recycling as part of assemblies or other whole school opportunities</b></p> <p>Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies</p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.</p>	<p><b>Start:</b> <b>Review: 2.2.26</b></p>		<p>Green Team signed up for recycling National Careers Week virtual assemblies, covering agroforestry, ecology, etc as part of their Green Jobs sector.</p>	<p>SB</p>

## 2. 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
<p><b>Register with <a href="#">The National Education Nature Park</a></b></p> <p>The Nature Park 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.</p> <p><b>Map your <a href="#">site boundary</a> (you will need a computer with internet and your URN)</b></p> <p>Completing your site boundary means that your setting will be visible on the <a href="#">Nature Park map</a>, you will find out the size of your site and this figure will be added to the total size of the Nature Park and enables all the data you collect to be associated with your setting allowing you to measure your gains.</p> <p><b>Make a start in mapping your habitats using the <a href="#">habitat mapper tool</a></b></p> <p>We suggest you start with your large habitat areas (ground without plants/grassland). Involve your pupils where possible – resources as a starting point for each habitat found <a href="#">here</a> (scroll to the bottom).</p>	<p><b>Start: October 24</b> <b>Review: 2.2.26</b></p>	<p>SBM</p> <p>SLT</p> <p>Teaching staff</p> <p>Admin/premises team</p> <p>Parents</p> <p>Governors</p> <p>pupils</p>	<p>SB has registered and downloaded the National Education Nature Pack.</p> <p>SB has marked on site boundary ready for habitat mapping.</p> <p>Green Team are meeting after half term to begin habitat mapping using the tool on the website.</p>	<p>SB</p>
<p><b>Increase planting/decrease mowing to support wildlife</b></p> <p>Explore funding opportunities <a href="#">Finding funding   Education Nature Park</a></p> <p>Avoid pesticides and herbicides</p> <p><a href="#">Free Trees for Schools and Communities - Woodland Trust</a></p> <p>Plant flowering grassland seeds, bulbs and plants</p>	<p><b>Start: October 24</b> <b>Review: 2.2.26</b></p>	<p>Staff</p> <p>Pupils</p> <p>Parents</p>	<p>The school routinely receives free trees from the Woodland Trust. These have been planted in our school field with the hope they will encourage wildlife.</p>	<p>SB</p>
<p><b>Decrease mowing to support wildlife</b></p> <p><a href="#">Enhance grassland</a></p> <p>Take part in No Mow May <a href="#">Plantlife's No Mow May Movement</a></p> <p>Reduced mowing for a time frame or stop/reduce mowing in designated areas and allow grassland to grow tall, mowing at the end of summer</p>	<p><b>May 25</b></p>			<p>SB</p>
<p><b>Increase microhabitats to support wildlife</b></p>	<p><b>Start:</b> <b>Review: 2.2.26</b></p>	<p>Teaching staff</p>	<p>The school has an active forest school.</p>	

<p>Increase <a href="#">microhabitats</a> on site - bird/bat boxes, log piles, dead wood, bee posts are all low/no cost habitats that pupils can be involved in designing and creating</p> <p><a href="#">Provide food &amp; water for wildlife</a> – homemade feeders, growing sunflowers and leaving the seeds, increasing pollinator planting.</p>		<p><b>School staff</b></p> <p><b>Pupils</b></p> <p><b>Eco club</b></p>	<p>Bird boxes and dead wood are deposited in the grounds.</p> <p>Raised beds have been purchased and pupils will be growing seeds, and veg during the summer term.</p> <p>Sunflower growing competition</p> <p>We have a purpose built 'look out station' where pupils can use binoculars and magnifying glasses to identify bugs, birds etc</p> <p>Our eco group have built a bug hotel and are closely monitoring this.</p>	SB
<p><b>Establish habitat management agreements with site maintenance team</b></p> <p>Train site manager in benefits of ecofriendly estate management practices e.g. no pesticides and herbicides</p> <p>Speak to your contracted estate management team or your site manager, if appropriate, about sustainable estate management practices. This can include avoiding the use of pesticides and herbicides as well as taking up no-mow practices in agreed areas.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>	<p><b>Site Management</b></p> <p><b>SBM</b></p> <p><b>Grounds Mtce Supplier</b></p>	<p>Once habitat mapping is complete in March, Green Team will work closely with caretaker to protect and maintain habitats.</p>	SB

### 3. 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


<p><b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</b> ★</p> <p>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.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>KD</p>
<p><b>Conduct a heat audit of the school site checking that windows and blinds open and close.</b></p> <p>Use the site team to check that all windows and blinds are operational to allow staff to control their own spaces effectively.</p>	<p><b>Start: May 2025</b> <b>Review: 2.2.26</b></p>		<p>Audit of windows and blinds has been completed and new blinds for 2 classes have been ordered – for installation in the school holidays.</p> <p>Classrooms all benefit from new windows and are easily opened for ventilation. All classes also have small upper windows, opposite the main windowed wall. These are opened to improve air circulation.</p> <p>The school may be in line for replacement windows in it's classroom corridors – we will know if we have been successful by May 2026, as this will form part of the local authority's summer capital projects.</p>	<p>KD</p>
<p><b>Conduct a grounds audit using Ltl tool for climate resilience</b></p> <p>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The <a href="#">Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>KD</p>
<p><b>Build sheltered areas on playgrounds for heat resilience</b></p> <p>Provide shelter and shaded outdoor space/seating areas for pupils to escape heat/extreme conditions</p>	<p><b>Start:</b> <b>Review: 2.2.26</b></p>		<p>Large trees offer shade in the climbing frame garden</p> <p>The school has a covered external outdoor learning theatre, which offers shade.</p> <p>There is also a covered pergola seating area in the playground.</p> <p>Our forest school also has a large willow 'igloo' offering shade</p> <p>Parasols are available to be installed above the picnic tables on the playground.</p> <p>Pergolas/shade will be available beside the playbus – this has been installed and will mean our children can benefit form this shaded area for lunchtimes from April 2026</p>	<p>KD</p>

<b>Flood risk assessment</b>				KD

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Install water butts</b> Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours	<b>Start: July 2025</b> <b>Review: 2.2.26</b>		Water butts and guttering will be installed between the wildlife sheds and playbus, so that pupils can access water to feed the raised beds	SB
<b>Raise awareness around water consumption</b> and efficiency - make the most of free assemblies to engage and inform the school community <a href="#">Severn Trent</a> Education.	<b>Start:</b> <b>Review: 2.2.26</b>		SB has emailed Severn Trent to see if they offer any workshops or visits to promote this.	SB

## 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: October 24</b> <b>Review:</b>	<b>Eco club</b>  <b>School council</b>  <b>Pupils</b>  <b>Staff</b>	Eco club in existence, working with Sammy Baker (teacher)	SB
<b>Add sustainability goals/ projects/ successes to school website and report achievements in termly newsletters</b> Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website.	<b>Start:</b> <b>Review:2.2.26</b>		Action plan completed in 2025. Goals met included: rewilding area near bus, creating new habitats (bug hotel), maintaining plants, trees, class plants, etc, promoting recycling, planting new trees, topping up bird feeders, utilizing nature hideout and tools to promote curiosity around nature. New Action plan for this academic year is currently in preparation, with the help of Green Team.	SB

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>Work with pupils to create a <a href="#">Vision Statement</a> for your school, sharing this school wide through an assembly/newsletter</b>	<b>Start:</b> <b>Review: 2.2.26</b>		New Green Team to decide on vision statement once action plan is outlined.	SB
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills <a href="https://www.wwf.org.uk/get-involved/schools/teacher-development">https://www.wwf.org.uk/get-involved/schools/teacher-development</a> Free webinar recordings on range of school specific sustainability <a href="#">Let's Go Zero - YouTube</a>	<b>Start:</b> <b>Review:</b>		<b>Eg Site Manager: register with the UK Schools Sustainability Network (UKSSN) Ops Group</b> (register here <a href="#">UKSSN Operations Group</a> ) with useful threads  <b>Free LGZ webinars:</b> <ul style="list-style-type: none"> <li><b>Flight Free Schools</b> Tuesday 20 May, 3:45 - 4:30pm <a href="#">Register here.</a></li> <li><b>Building a culture for sustainability in your school</b> Tuesday 24 June, 3:45 - 4:30pm <a href="#">Register here.</a></li> </ul>	KD

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Complete a curriculum audit &amp; incorporate sustainability</b> <a href="#">Teach the Future</a> have ★ amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.	<b>Start:</b> <b>Review:</b>		Alternative resource: <a href="https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/">https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/</a>	JW/SB
<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>		<b>Identify resources</b> from the Nature Park website to support sustainability delivery	SB
<b>Survey learners on their existing knowledge</b>	<b>Start:</b> <b>Review: 2.2.26</b>		<a href="https://se-ed.org.uk/how-to-get-started/attitudes-to-sustainability-survey/">https://se-ed.org.uk/how-to-get-started/attitudes-to-sustainability-survey/</a>  survey sent to teachers for pupils to complete 2.2.26	KD

<b>Review your curriculum against the Key Skills/Competencies for Sustainability</b>	<b>Start:</b> <b>Review:</b>		<a href="https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/">https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/</a>	JW
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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>		<a href="#">The Nature Park's green skills provide opportunities to bring purpose to all aspects of the formal curriculum</a>	SB
<b>Students can calculate their carbon footprints</b> Get students to learn what their environmental impact is via the <a href="#">WWF Footprint Calculator</a>	<b>Start:</b> <b>Review:</b>			
<b>Provide opportunities within &amp; outside for all students to take leadership on sustainability</b> Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	<b>Start:</b> <b>Review:</b>		<a href="#">Identify resources</a> from the Nature Park website to support sustainability delivery  Gardening after school club  Green Team  Habitat mapping.	SB



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

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