

# Climate Action Plan

## Oakwood Infant & Nursery School

1 year plan Summer 2025 – Summer 2026



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### GET STARTED

| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK  | NOTES/TRACKER   |
|--|---|--------------|--|---|
| <p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign ★</b></p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p> | <p><b>Start: February 2025</b><br/><b>Review:</b></p>             |              | <p><b>Personal Development:</b></p> <p>The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them.</p> | <p>Meeting online with Rosie March 2025 and June 2025</p> |
| <p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a> ★</b></p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p>  | <p><b>Start: October 2025</b><br/><b>Review: October 2026</b></p> |              |  | <p>Report to Governors in HT report</p>                   |

# 1. Decarbonisation and Energy Efficiency

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

| ENERGY – BEHAVIOUR CHANGE  |   |              |  |   |
|--|---|--------------|--|---|
| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK  | NOTES/TRACKER   |
| <p><b>Take part in a switch off campaign ★</b></p> <p>Take part in a Switch-Off campaign, e.g. <a href="#">Switch-Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools).</p>  | <p><b>Start: October 2025</b><br/><b>Review: October 2026</b></p> |              | <p><b>Personal Development:</b></p> <p>Our school consistently promotes the extensive personal development of pupils through our sustainability work. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences such as running our Energy campaigns. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> | Let's Go Guide – Run an Energy Reduction Campaign   |
| <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>. This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.</p> | <p><b>Start: **</b><br/><b>Review:</b></p>                        |              |  | Cost implication – review after budget in April 2026  |
| <p><b>Introduce a school policy around lighting use</b></p> <p><b>New lighting installed Summer of 2024 – this is set on appropriate timers for school day.</b></p>  | <p><b>Start:</b><br/><b>Review:</b></p>                           |              |  |   |
| <p><b>Incentivise students to address energy usage e.g. 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>Start: June 2025</b><br/><b>Review:</b></p>                 |              |  | Book based – a book a week, Climate Champions feedback in Friday achievement assembly. Meeting Friday afternoon to prepare for following week's focus. 1 child per class. Have 'Climate' badge to show and promote pride in their role. See separate planning |

## PROCUREMENT

| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK  | NOTES/TRACKER   |
|--|---|--------------|--|---|
| <p><b>Reuse school uniform through a Uniform Exchange ★</b></p> <p>Set a target of reusing a specific number of uniform items each year through your Uniform Exchange.</p> | <p><b>Start: July 2024</b><br/><b>Review:</b></p> |              | <p><b>Spiritual, moral, social and cultural development:</b></p> <p>Our school activities such as our Uniform recycling work ensure that children know how to value and respect our world.</p> | <p>Sustainable uniform – sales throughout year and at events, free preloved uniform available (always hanging on rail in hall for collection). Promoted on newsletters, links with local charity shop for sale throughout holidays.</p> |

## FOOD

| ACTION   | TIMEFRAME  | STAKEHOLDERS | OFSTED LINK   | NOTES/TRACKER   |
|--|--|--------------|---|---|
| <p><b>Increase meat-free offer on multiple days or number of meat-free options</b></p> <p>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.</p> | <p><b>Start: September 2025</b><br/><b>Review:</b></p> | TJ           | <p><b>Personal Development:</b></p> <p>The way our school goes about developing pupils' character through their Climate Conscious food choices is exemplary and is worthy of being shared with others. We work with our caterers plus schools across our region through the Let's Go Zero network, sharing our strategies and successes to benefit our wider school's family.</p> | <p>Use Let's Go Guide</p> <p>2x meat free days – now highlighted on menu.</p> |
| <p><b>Consider giving food out to school families who may be able to use it (for example, food close to expiration at end of term/left from school events).</b></p>  | <p><b>September 2025</b></p>                           |              |   |   |

## TRANSPORT

| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK   | NOTES/TRACKER |
|--|---|--------------|---|---------------|
| <p><b>Run active travel campaigns e.g. <a href="#">Modeshift STARS</a></b></p> <p>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.</p> | <p><b>Start: Spring 2025</b><br/><b>Review:</b></p> |              | <p><b>Personal Development:</b></p> <p>We develop pupils' character through developing their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.</p> |               |

| WASTE  |   |              |  |               |
|--|---|--------------|--|---------------|
| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK  | NOTES/TRACKER |
| <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 and activities</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: Weekly, June 2025</b><br/><b>Review:</b></p> |              | <p><b>Personal Development:</b></p> <p>There is strong pupil take-up of the opportunities to be involved in waste reduction projects provided by our school. The most disadvantaged pupils consistently benefit from this excellent work, for example by working in our Eco Team, delivering assemblies and coordinating our waste projects.</p> |               |
| <p><b>Run litter picks on site or in the local area</b></p> <p>Look out for grants or ask your local council if there are litter picking supplies available to schools.</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 | OFSTED LINK   | 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: Begin to explore in Autumn 2025</b><br/><b>Review:</b></p> |              | <p><b>Leadership and management:</b></p> <p>Governors or trustees ensure that the school fulfils its statutory duties, for example the health, safety and wellbeing of all pupils with regards to extreme weather events such as heatwaves.</p> |               |

| WATER  |  |              |   |               |
|--|--|--------------|---|---------------|
| ACTION   | TIMEFRAME  | STAKEHOLDERS | OFSTED LINK   | NOTES/TRACKER |
| <p><b>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider</b></p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides and more.</p> | <p><b>Start: September 2025</b><br/><b>Review:</b></p> |              | <p><b>Spiritual, moral, social and cultural development:</b></p> <p>Our school sustainability work engenders acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Activities such as our Eco Team's Water conservation work ensure that children know how to value and respect our world.</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 | OFSTED LINK | NOTES/TRACKER |

|  |   |                                |   |   |
|--|---|--------------------------------|---|---|
| <p><b>Register with <a href="#">The Nature Park (NENP)</a> ★</b></p> <p>The NENP aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.</p> | <p><b>Start:</b><br/><b>September 2025</b><br/><b>Review:</b></p> |                                | <p><b>Behaviour and attitudes:</b></p>  |   |
| <p><b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b></p> <p>Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.</p>   | <p><b>Start:</b> Autumn 2025<br/><b>Review:</b></p>               |                                | <p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured.</p> <p>Examples of this can be found is our whole-school action on protecting nature and in our gardening club work.</p> | <p>Links with Forest Schools, Climate Champions</p> |
| <p><b>Train site manager in benefits of ecofriendly estate management practices e.g. no pesticides and herbicides</b></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><br/><b>Review:</b></p>                           | <p>LH<br/>Turfworks<br/>LF</p> |   | <p>Discuss with Turfworks</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 | OFSTED LINK | NOTES/TRACKER |

|   |   |  |  |                                     |
|---|---|--|--|-------------------------------------|
| <p><b>Set up an eco-club for pupils to take leadership on issues (Student council)</b></p> <p>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.</p>  | <p><b>Start: June 2025</b><br/><b>Review:</b></p> |  | <p><b>Personal Development:</b></p> <p>The school consistently promotes the extensive personal development of all pupils. They are exceptionally well prepared for life beyond school. Pupils access a wide set of coherently planned experiences that enrich the curriculum. Through these, pupils are encouraged to become healthy, responsible and active citizens. For example, pupils explore sustainability and complete research through participating in the 'Let's Go Zero' project. As a result, pupils are more aware of their impact on the world around them.</p> |                                     |
| <p><b>Appoint a sustainability lead with sufficient PPA and support</b></p> <p>Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a>. Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.</p>   | <p><b>Start:</b><br/><b>Review:</b></p>           |  |  | <p>AH to explore September 2025</p> |
| <p><b>Provide CPD opportunities for staff on sustainability</b></p> <p>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Climate FRESK. (Ask your Climate Action Advisor whether they're able to deliver this 3-hour session with up to 7 staff for free).</p> <p><a href="#">MoEE</a> has also compiled a list of staff training opportunities.</p> <p><b>Internal training on teaching lessons outdoors</b></p> | <p><b>Start:</b><br/><b>Review:</b></p>           |  |  | <p>AH to explore 2025</p>           |

| CURRICULUM   |   |              |             |  |
|--|---|--------------|-------------|--|
| ACTION   | TIMEFRAME   | STAKEHOLDERS | OFSTED LINK | NOTES/TRACKER  |
| <p><b>Complete a curriculum audit &amp; incorporate sustainability</b></p> | <p><b>Start: Autumn 2025</b><br/><b>Review:</b></p> |              |             | <p>To be a part of Subject Leadership release time</p> |

|  |   |  |  |  |
|--|---|--|--|--|
| <p><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.</p> <p>The Royal Meteorological Society has <a href="#">released A Curriculum for Climate Literacy</a> that covers all subjects at all key stages and the key information they believe should be covered. This can be used to audit the existing curriculum across all subjects.</p> |   |  |  |  |
| <p><b>Create an environment where lessons can be taught outside in all subjects</b></p> <p>Improve outdoor learning by setting up regular opportunities to learn in nature. You can get support and advice from the <a href="#">Forest School Association</a>, <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a>.</p>  | <p><b>Start: Autumn 2025</b><br/><b>Review:</b></p> |  |  | <p>To be a part of subject leadership release time – to build a bank of suggestions auditing our site alongside AH</p> |



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