Climate Action Plan

Nansledan School

1 year plan 2026 – 2027

Progress Key
Not Started
In Progress
Stalled
Complete

Your school's carbon baseline: 243.97 tonnes co_2e **Calculation:** November 2027

Jen.gale@letsgozero.org
Will.ewens@letsgozero.org

imate Action Plan history

★ = **high carbon reduction actions**

RECOMMENDED FIRST STEP		
ACTION	**NOTES**	**TRACKER**

Calculate your school's carbon footprint using Count Your Carbon

Nansledan's Data:

Your carbon footprint report

Your total carbon footprint: 237 tonnes co_2e* per year

Average emissions per pupil: 0.66 tonnes co_2e* per year

Emissions area	Scope	t co_2e*	t co_2e* per pupil	% **
Fuel	1	3	0.01	1%
Electricity	2	17	0.05	7%
Waste	3	0.2	0.00	0%
Water	3	0.3	0.00	0%
School vehicles	1	0	0.00	0%
School trips (Int.)	3	0	0.00	0%
School trips (UK)	3	2	0.01	1%
Student commuting	3	24	0.07	10%
Staff commuting	3	82	0.23	35%
Food	3	54	0.15	23%
Purchasing	3	55	0.15	23%
Uniform ***	Out-of-scope	86	0.24	n/a

* 't co_2e' or 'co_2e' 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.



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.

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.

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.

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.

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: November 2026** **Review: May 2027**	**SLT**		
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: November 2026** **Review: May 2027**	**V French** **M Dixon**		
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: November 2026** **Review: May 2027**	**Sustainability team**		

NB. Carbon Neutral Cornwall have a brilliant Schools Net Zero Tool Box with lots of local resources signposted

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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: November 2026** **Review: May 2027**	**Site Manager**	There is a guide here with smart meter information, that helps you to identify what kind of meter you have. If you already have a smart meter, check with your energy provider if you have half hourly meter readings – upgrade if not.	
★ **Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set** 18ºC is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43ºC (stored at 60ºC). 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.	**Review: May 2027**	**Site Manager**	There are some resources and activities around this on the Energy Sparks website here. Check the timings of the underfloor heating – can usually be switched off by lunchtime at the latest, as it takes a long time to cool down.	
Investigate the potential for solar panels 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. Providers we suggest checking with: Solar for Schools & Eden Sustainable.	**Start: November 2026** **Review: May 2027**	**V French** **Site Manager**	Let's Go Guide available	

ENERGY – BEHAVIOURAL CHANGE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Incentivise students to address energy usage 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. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	**Start: November 2026** **Review: May 2027**	**Sarah Mcloughlin** **SLT**	Energy Sparks have some good ideas and examples here. Energy audit worksheets here and here.	
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: November 2026** **Review: May 2027**	**SLT**		
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 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.	**Review: May 2027**	**M Dixon** **Site Manager**	Energy Sparks report average savings for secondary schools in 23/24 of £21,0000 per year. Energy Sparks report average savings for primary schools in 23/24 of £5,000 per year. There is a pupil dashboard so students can get involved with monitoring and understanding energy usage, bills, and savings.	

			Energy Sparks host regular online induction sessions for different roles within schools to ensure that schools can maximise their use of the platform.	
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: November 2026** **Review: May 2027**	**Sustainability Working Group**	Energy Sparks have some editable checklists you can use to create end of day/week/term checklists for classrooms and other areas	

FOOD				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Arrange a menu consultation through an external organisation e.g. ProVeg 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. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.	**Start: September 2026** **Review: May 2027**	**Aspire** **Aspens** **Sustainability Working Group**		
Increase the number of planet friendly, meat-free options on offer every day 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	**Start: September 2026** **Review: May 2027**	**Aspire** **Aspens** **Sustainability Working Group**	Vegetarian days – changes termly	

interesting meat substitutes will make switching from meat easy and appealing!				
Weigh food waste from kitchen and plates, share results, and set a target to reduce this 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.	**Start: November 2026** **Review: May 2027**	**Aspens**		
Start or improve composting and food waste facilities on-site Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.	**Review: May 2027**	**Site Manager** **Sustainability Working Group**	Implemented food waste bins	

NB. Riverford's Chefs in Schools campaign offers fully funded training course for schools across the southwest

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				

★ **Develop your uniform exchange and extend existing reuse practices** Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!	**Start: November 2026** **Review: May 2027**	**Friends of Nansledan** **SLT**	Online platforms such as Uniformd and Uniformerly can increase uptake of secondhand uniform by making it more convenient for families to access. Use the Giki comparisons website: Giki Comparisons - Second Hand Clothes Carbon Calculator to work out carbon and water savings to share with the rest of the school and the parent body.	
Reduce branding on uniform and other school items Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO_2 limits on embroidery and personalisation.	**Start: November 2026** **Review: May 2027**	**V French**		
Follow sustainable practices when choosing products This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.	**Start: November 2026** **Review: May 2027**	**School staff**	There is an example Sustainable Procurement Policy from Our Schools Our World Suffolk here: Microsoft Word - Sustain. procurement 2021.doc And some other information here: Procurement – Our Schools, Our World	
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. 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.	**Start: November 2026** **Review:**	**Admin** **School staff**		

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Carry out a bin audit to ensure mandatory recycling requirements are being met 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.	**Start: November 2026** **Review: May 2027**	**Sustainability Working Group** **Site Manager**		
Provide students with education on the importance of reducing, reusing and recycling correctly 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.	**Start: September 2026** **Review: May 2027**	**M Dixon** **A Gibson** **V French**	Cornwall energy recovery centre (St Austell) offer free visits for schools Incorporate recycling bin checks into your 'energy/eco champions' initiative. Devon CC have a very helpful 'recycle zone' website with free to access resources for schools around the country. This is their 'Recycling at School' resource with some useful ideas. Waste audit resources - WRAP have resources for school waste audits here. - Green Schools Ireland have a resource here and here - Wigan Council have a school waste audit worksheet here Work with students to explore how this can be encouraged/incentivized? Can the students make some videos/reels? Can this be made into a house/year group competition? Biffa Education resources and workshops – info here	

			Secondary resources: . Power of 10 have some secondary appropriate resources (need to create free account).	
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 Free School with Surfers Against Sewage using their free resources.	**Start: November 2026 Review: May 2027**	**M Dixon**	The Beach Guardian offer free assemblies and workshops for Cornwall schools Final Straw Cornwall run regular beach cleans Plastic Clever Schools also have some great resources to support schools to reduce single use plastic, and an award for participating schools. Surfers Against Sewage – Plastic Free School work	
Establish procedures for the reuse of school supplies and equipment When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange; Facebook Marketplace, etc.	**Start: November 2026 Review: May 2027**	**H Williams** **Sustainability Working Group**	Eco glue sticks Whiteboard pencils	

TRANSPORT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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: November 2026** **Review: May 2027**	**B Humberstone** **P.E. lead** **Friends of Nansledan**		
Develop an active travel plan Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.	**Start: January 2027** **Review: May 2027**	**B Humberstone** **Sustainability Working Group** **SLT**	Cornwall Council and Sustrans have created a great guide here Hawkesbury School have a lovely 'active travel' page on their website with an active travel map and additional information. This has been developed with Modeshift STARS. Bike buses are parent-led initiatives that run weekly (or less regular) bike rides along a designated route, picking up children along the way. They can increase cycling confidence and are an effective way of highlighting the need for better cycling infrastructure. Info and resources here, and here	
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: November 2026** **Review: May 2027**	**B Humberstone**		
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	**Review: July 2027**	**Site Manager**	2 EV charging points	

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	**Review: July 2027**	**Sustainability Working Group**		
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, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	**Start: November 2026 Review: May 2027**	**V French**		
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures	**Start: November 2026 Review: May 2027**	**Site Manager**		

Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO_2 levels using devices.				
Consider measures to increase adaptation to flooding risks Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. Green roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting).	**Review: Annually**	**SLT** **Site Manager**	Not necessarily needed at Nansledan.	

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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.	**Review: Weekly**	**Site Manager**		
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.	**Review: Every eco council meeting**	**M Dixon** **Sustainability Working Group**	South West Water offer free lessons and workshops. Eco council meetings	

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.	**Review: 2027**	**V French** **Site Manager**	See if water company provide one Or ask parents and wider school community if anyone has one, they are happy to donate.	
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.	**Review: July 2027**	**Site Manager** **Sustainability Working Group**		

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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.	**Start: November 2026** **Review: May 2027**	**Abbie Wilson – Outdoor Learning Lead**	The South West now has two National Education Nature Park reps who can help you navigate the website and resources and provide additional support and ideas. The contact email is southwestnaturepark@rhs.org.uk Explore potential for this	
Establish a gardening/nature club Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	**Start: Summer term** **Review: Annually**	**Lydia Keill**	After school club	
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' 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.	**Review: July 2027**	**Sustainability Working Group** **Abbie Wilson – Outdoor learning lead** **V French**	Cornwall Climate and Nature Fund has grants to match fund up to £5000 The Forest for Cornwall Programme can support and advise with tree planting The Eden Project have a whole host of lesson plans and you can book trips to visit	
Create accessible outdoor spaces that enable students to connect with nature	**Review: Annually**	**Abbie Wilson**		

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

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

NB. Green Charter for schools in Cornwall & the Isles of Scilly

CULTURE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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.	**Review: Annually**	**M Dixon** **Sustainability Working Group**		
Set up a sustainability award for students or classes Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	**Start: Sept 2026** **Review: July 2027**	**M Dixon**	Eco Schools Energy Sparks Plastic Free School work	
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.	**Review: Termly**	**SLT** **Sustainability Working Group** **Geography lead – Sarah Mclouglin**		
Support your staff to attend local sustainability networks & events Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend.	**Review: Termly**	**V French**		

You can include the Let's Go Zero webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.		**Sustainability Working Group**		

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
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: November 2026** **Review: May 2027**	**SLT** **Geography lead** **Science lead**	Primary: Down Ampney school in Cirencester have a great example of how they have included sustainability into their curriculum – it's on their website here. Natural Curriculum have some lovely Morning Starters and other curriculum resources using nature.	
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: November 2026** **Review: May 2027**	**Abbie Wilson – science lead** **SLT** **Sarah Mcloughlin – geography lead**	Continue to review geographical and scientific links Year 1, 2 and Year 3 have blocks of learning woven in linked to the environment.	
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 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	**Start: November 2026** **Review: May 2027**	**Sarah Mcloughlin – geography lead**		

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: November 2026** **Review: May 2027**	**Abbie Wilson - outdoor learning lead** **SLT**		

GREEN SKILLS & CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	**Start: November 2026** **Review: May 2027**	**SLT** **Sustainability working group**		
Include green skills as part of careers guidance Integrate green skills and career pathways in school career fairs Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical).	**Start: November 2026** **Review: May 2027**	**Abbie Wilson – outdoor learning** **SLT**	Primary Earth Cubs 'What are Green Jobs?' Twinkl Green Skills and Careers resources Secondary WWF Sustainable Futures Green Futures - Curiosity Connections. Resources and workshops for schools in the West of England.	

			Power of 10 has a good 'Careers Guide Book' for schools (free account creation needed) General Climate Ikigai is a nice concept – encouraging pupils (and adults!) to think about: what they love doing; what they're good at; what the world needs – more info here.	
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: November 2026** **Review: 2027**	**Amy Gibson** **M Dixon** **V French** **Sarah Mcloughlin**	Surfers Against Sewage Assembly	
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: November 2026** **Review: May 2027**	**Sustainability Working Group**	Carbon Neutral Cornwall has Youth Ambassadors – more info here	

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