

Climate Action Plan

Connor Downs Academy

1 year plan Autumn 2025 – 2026

Your school's carbon baseline: 121.71 t CO₂e Calculation: November 2025

RECOMMENDED FIRST STEP

ACTION

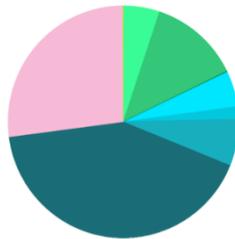
NOTES

TRACKER

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 121.71 tonnes co₂e* per year

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	6.2	5%
	Electricity	2	15.4	13%
	Waste	3	0.1	0%
	Water	3	0	<1%
Transport	School vehicles	1	6	5%
	School trips	3	2	2%
	Student commuting	3	8	7%
	Staff commuting	3	50.8	42%
Food	Food	3	32.8	27%
Purchasing & Uniform	Purchasing	3	0.3	<1%
	Uniform ***	Out-of-scope	30.6	n/a



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
<p>Sign up to the Let's Go Zero campaign</p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Downs Academy has signed up to Let's Go Zero website</p>	
<p>Set up a sustainability working group</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Aspire Academy Trust has a sustainability group.</p> <p>School eco-council is set up to discuss issues within in school and children have been given the roles of Eco delegates to monitor and implement energy and waste saving initiatives</p>	
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Website to have an Eco delegate subpage to inform parents of the actions that the school is involved in.</p> <p>Weekly newsletter to celebrate initiatives.</p>	

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>				
<p>Install a smart meter</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Downs Academy has signed up to the Energy Sparks platform.</p>	
<p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). 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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Contact Dan Thomas (site manager) to discuss timings of electrical classroom heaters in the newer rooms of the school.</p> <p>Enquire about redundant motors such as possible radon detector within the ceiling cavity.</p>	
<p>Install TRVs on radiators</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>TVRs installed on of electrical classroom heaters in the newer rooms of the school.</p> <p>Thermostats fitted on gas heaters in the old building rooms – need to enquire about possibility of limiting maximum temperature allowed.</p>	

<p>Investigate the potential for solar panels</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Solar Panels installed on the new building roof.</p> <p>Solar panels installed on the hall roof</p> <p>Solar panel funded by Gwinear-Gwithian Sustainable Community Fund – Environment, Conservation, Community</p> <p>The solar panel reduce electricity costs for the school.</p>	
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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>				
<p>Incentivise students to address energy usage</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. 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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Energy Sparks have some good ideas and examples here.</p> <p>Energy audit worksheets here and here.</p> <p>Pupil Eco Delegates have been democratically elected to support the school's eco initiatives.</p> <p>Eco Delegates have been involved and support the school with a range of activities to reduce electricity usage and have been proactive in identifying areas for energy saving prior to school holidays.</p>	
<p>Take part in a switch off campaign</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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>All children and staff are aware of the need to switch off all devices over the weekend and over the holidays to ensure that we reduce the amount of electricity used</p> <p>Eco Delegates have placed coloured stickers on all electrical devices and switches to direct all children, staff and visitors to save energy.</p>	
<p>Monitor energy use on a regular basis through dedicated platforms</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Downs Academy uses the Energy Sparks platform.</p>	

<p>Use an energy monitoring platform 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.</p>			<p>Connor Downs Academy is currently in 19th place in the Cornwall south west scoreboard on Energy Sparks website and 75th nationally.</p>	
<p>Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	<p>Start: Review:</p>		<p>Energy Sparks have some editable checklists you can use to create end of day/week/term checklists for classrooms and other areas</p>	

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>				
<p>Arrange a menu consultation through an external organisation e.g. ProVeg</p> <p>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. 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.</p>	<p>Start: Review:</p>		<p>Discuss possible changes with Aspens catering company.</p>	
<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</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>The school already offers plenty of meat alternative hot and cold daily meals.</p>	

interesting meat substitutes will make switching from meat easy and appealing!				
<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: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Catering staff are working on reducing discarded food and weighing food waste on a daily basis.</p> <p>Arrange Eco delegates interview with kitchen manager and feedback findings for the Eco corner of the weekly school newsletter.</p> <p>Eco delegates can interview school caterer and catering staff to make necessary changes to dishes/menu – this can be publized through the school weekly newsletter as 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 or improve composting and food waste facilities on-site</p> <p>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.</p>	<p>Start: Nov 25 Review:</p>	<p>M. Foulds</p>	<p>Look into the possibility of children being able to create a composting area within cultivating futures – health and safety – vermin issue taking account of chicken pen on site.</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</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Downs has a Pre-loved school uniform program in place.</p>	

<p>wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>				
<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: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>There currently is no requirement to purchase navy blue cardigans or jumpers that display the school logo.</p>	
<p>Follow sustainable practices when choosing products</p> <p>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.</p>	<p>Start: Review:</p>		<p>As a school we have established strong links with Gwinear-Gwithian Sustainable Community Fund – Environment, Conservation, Community to date G-GSCF have funded the following projects in school using fully sustainable products that were produced ethically and sustainably.</p> <ul style="list-style-type: none"> • Solar panels • Outdoor play equipment • Gazebo • KS1 outdoor play area • Bicycle shelter • Raised planters • Double glazed windows • Continuous provision resources for EYFS • Fully recycled rubber crumb surfacing • 10,000 litre rainwater irrigation systems 	
<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</p>	<p>Start: Review:</p>		<p>All electrical appliances are selected on the basis of their efficient energy rating</p> <p>The school has worked to reduce the energy costs by e.g. removing the water heater in the staff room and replacing it with two kettles for staff beverages</p>	

appliances that are the highest efficiency rating for that product.				
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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: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Procedures in place due to council regulations.</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: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<ul style="list-style-type: none"> Organize an Eco delegate visit Cornwall energy recovery centre (St Austell) Incorporate recycling bin checks into our eco delegate initiative. SCARF lessons already incorporate 'Reduce, Reuse, Recycle'. Eco delegates can deliver assemblies on 'Reduce, Reuse, Recycle' initiatives. 	
<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff</p> <p>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 resources.</p>	<p>Start: Review:</p>		<p>Connor Downs Academy is a plastic free school. We use the CCC recycle bags for paper. We have signed up to the plastic free schools campaign, engaging with surfers against sewage with the objective to improve our environment. Much of the inspiration for this has come from David Attenborough's Blue Planet 2 and plastic free Penzance.</p> <p>We aim to raise awareness with children, staff and families about reducing single use plastic</p>	

			<p>and by recycling as much as possible of the plastics that we use on a daily basis.</p> <p>Each class has a red bag for plastic bottles to encourage our children to recycle. Let's eliminate single-use plastic together. We need to inspire everyone to boycott single-use plastic bottles and straws. The school run regular beach cleans lead by the outdoor learning lead</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 donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange; Facebook Marketplace, etc.</p>	<p>Start: Review:</p>		<p>On a needs basis, the school will advertise unwanted supplies, equipment and furniture on the MAT website for other academies to utilise where no responses are received goods are placed on Facebook marketplace rather than taking to a recycle center</p>	

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>				
<p>Run active travel campaigns</p> <p>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</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Discuss with SLT for future engagement.</p>	

by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.				
<p>Develop an active travel plan</p> <p>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.</p>			<p>Cornwall Council and Sustrans have created a great guide here</p> <p>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.</p> <p>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</p>	
<p>Provide cycle proficiency lessons in school</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 (check with your local travel or road safety officer).</p>	<p>Start: Nov 25 Review: July 26</p>	M. Foulds	<p>Year 5 currently have Bikeability each Summer term. I have started the process of organizing Bikeability for Year 4.</p>	
<p>Install EV charging points</p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p>Start: Review:</p>			

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	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>				
Conduct a climate resilience audit	<p>Start: Review:</p>			

<p>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.</p>				
<p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Discuss with SLT for future engagement.</p>	
<p>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</p> <p>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 CO₂ levels using devices.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Discussed during staff meetings and INSET and staff have been made aware of how to reduce the heat in classrooms and all classes have devices to monitor the CO₂ levels within the classrooms.</p>	
<p>Consider measures to increase adaptation to flooding risks</p> <p>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).</p>	<p>Start: Review:</p>		<p>10,000 litre rainwater irrigation system installed funded by Gwinear-Gwithian Sustainable Community Fund – Environment, Conservation, Community</p>	

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>				

<p>Check site for leaks using your water meter</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Contact water supplier to discuss possibility of audit.</p>	
<p>Raise awareness around water consumption and efficiency</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>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Contact South West Water to arrange free workshops for upper key stage 2 classes. Discuss with upper key stage 2 class teachers for future engagement.</p>	
<p>Install water butts to harvest rainwater</p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Down already has a 10,000 litre water collection tank as part of the Cultivating Futures facilities funded by Gwinear-Gwithian Sustainable Community Fund – Environment, Conservation, Community</p>	
<p>Install mechanisms to reduce water wastage</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Water saving devices have been installed and water supply is cut off to children’s toilets after 16:00 at night.</p>	

3. Biodiversity and Green Infrastructure

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

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	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>Take part in The Nature Park</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Connor Downs Academy has a comprehensively developed programme through Cultivating Futures.</p>	
<p>Establish a gardening/nature club</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Cultivating Futures facilities is used for both after school nature clubs as well as environmental and ecological lessons during PPA cover.</p>	
<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/resources.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Some built habitats around the school grounds – enquire about Cornwall Climate and Nature Fund - has grants to match fund up to £5000</p>	
<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: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Cultivating Futures area has many such places as part of the Connor Downs unique offer.</p>	

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	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>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	M. Foulds	Eco Delegates initiative organized and active.	
<p>Set up a sustainability award for students or classes</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	M. Foulds	Look into creating an end of term award.	
<p>Provide CPD opportunities for staff on sustainability</p> <p>Investigate appropriate CPD opportunities for staff - Let's Go Zero session that can be delivered in person at staff INSET or remotely.</p>	<p>Start: Review:</p>		Staff training given during INSET and monitored by pupil Eco Delegates. Discuss with staff for future engagement.	
<p>Support your staff to attend local sustainability networks & events</p> <p>Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. Let's Go Zero webinar schedule UKSSN, National Education Nature Park</p>	<p>Start: Review:</p>		Strong and established link with Gwinear-Gwithian Sustainable Community Fund – Environment, Conservation, Community	

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>				
<p>Complete a curriculum audit</p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. 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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Curriculum developed and running through Cultivating Futures lessons.</p>	
<p>Amend your curriculum to incorporate sustainability</p> <p>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.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Cultivating Futures already facilitates this.</p> <p>Review the sequences of work across the school and gauge where we can improve.</p>	
<p>Survey staff on how they feel about teaching sustainability issues</p> <p>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 difficult conversations with pupils including eco-anxiety.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Construct a staff survey to be introduced during staff meeting in the spring term.</p>	
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Cultivating Futures facilitates this.</p>	

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>				
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p>Start: Review:</p>		<p>Connect with Climate Ambassadors in the region and invite them to do school assemblies on green skills</p>	
<p>Include green skills as part of careers guidance Integrate green skills and career pathways in school career fairs</p> <p>Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum.</p>	<p>Start: Review:</p>		<p>Primary Earth Cubs 'What are Green Jobs?'</p> <p>Twinkl Green Skills and Careers resources</p>	
<p>Invite inspirational green careers speakers in to speak to pupils</p> <p>Find green careers speakers to inspire pupils. This could include parents or governors.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Organise speakers for future green assemblies.</p> <p>Contact Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.</p>	
<p>Provide opportunity for all pupils to take leadership on sustainability</p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p>Start: Nov 25 Review: July 26</p>	<p>M. Foulds</p>	<p>Research possibilities of leadership through Carbon Neutral Cornwall and look into Youth Ambassadors – youth ambassadors</p>	