

Climate Action Plan

Earl Sterndale Primary School

1 year plan January 2026 - 2027



Your school's carbon baseline: 59.28 t CO₂e Calculation: Sept 2024

Notes: Baseline from 2024/5 – CYC tool has evolved since then – recalculation advised

39% - Energy & Utilities

- 25% Fuel Usage
- 14% Electricity Usage
- 0% Waste Usage
- <1% Water Usage

11% - Food & Drink

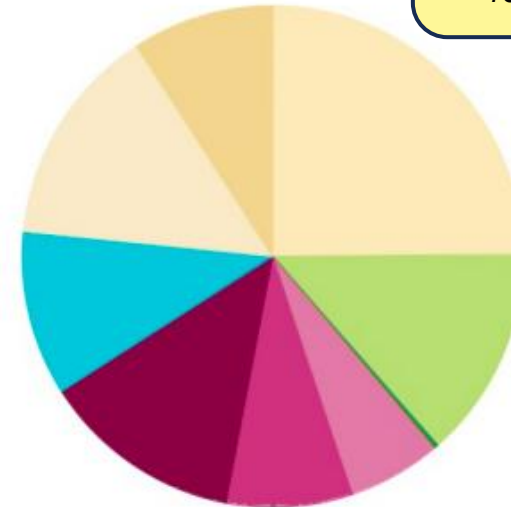
- 11% Meals

27% - Transport

- 0% Vehicles
- 6% School Trips
- 8% Student Commutes
- 13% Staff Commutes

24% - Purchases

- 14% Spending
- 9% Uniforms



| Progress Key |
|--------------|
| Not Started |
| In Progress |
| Stalled |
| Complete |

| Climate Action Plan history | |
|-----------------------------|--|
| Last reviewed: | |

★ = high carbon reduction actions

Overall projected carbon savings: TBC%

| 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> | June 2024 | | | Complete |
| <p>Calculate your school's carbon footprint using Count Your Carbon</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.</p> | | | <p>Year 1 baseline 2024/5 data</p> <p>Year 2 calculation 2025/6 to do</p> | 2025 to complete |
| <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> | Summer 1 | Headteacher | Info about outdoor learning on website | |
| <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> | Spring 1 | Headteacher | <p>Engage parents, community?</p> <p>Lunch time meetings once a month</p> | |

1. Decarbonisation and Energy Efficiency

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

| ENERGY – BUILDINGS AND RETROFIT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>★ Optimise your control 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> | Spring term | | <p>Share info with all staff re thermostats</p> <p>Cassie – track spending on kerosene</p> | |
| <p>Install LED lighting throughout school</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p> | Ongoing | Office | <p>New block completed – old block fluorescent tubes – ask community for any electrical expertise?</p> <p>Cassie to chase Glen Walker</p> | |

| ENERGY – BEHAVIOURAL CHANGE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <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</p> | Nov 26 | Headteacher | | |

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| switch-down) can lead to reduced energy use over the holiday period. | | | | |
| Energy Champions | Spring 2 | Class 2 staff | School parliament | |
| <p>Monitor energy use on a regular basis through systemslink</p> <p>Use systemslink 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.</p> | Start: Review: | Office | <p>Cassie already has an account. Just go to the website and put in your email as username and then request password reset and you should be able to access this.</p> <p>https://derbyshire.energymanagerlive.com/</p> <p>There is also an account for the info@ account and you could reset this too.</p> <p>Account for Sarah: https://derbyshire.energymanagerlive.com/ username: s.humpleby@earlsterndale.derbyshire.sch.uk password: SaveEnergyES3*</p> <p>(info from Liz Pasteur Oct 25)</p> | |
| <p>Ensure catering staff understand how to use energy efficiently in the kitchen</p> <p>Provide CPD training or guidance on energy efficiency to your in-house catering team or speak to your catering provider about providing it for their staff, e.g. only using electrical equipment when needed, avoiding preheating for longer than necessary, and ensuring drinks fridges are covered to prevent energy loss and turned off at nights and weekends.</p> | Ongoing | | <p><i>Have your kitchen staff undertaken the Energy Efficiency briefing sent in Sept 25 from DCC Catering?</i></p> | |

| FOOD | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Have separate food waste bins in all areas where food is prepared or consumed and collections in place</p> <p>New waste regulations require all schools to separate food waste from general waste. Contact your waste supplier to organise food waste collections separately in</p> | Ongoing | Office | | Complete |

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| line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills. Organise food waste caddies for all appropriate spaces. | | | | |
| Weigh plate waste | Summer 1 | Midday team | | |
| Run a campaign to reduce plate waste from pupils Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started. | Summer 1 | Midday team | | |
| Grow food for use in food tech classes or by pupils/community Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community. | Summer term | Science Lead | | |

| WASTE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| Contact your waste contractor to provide you with a sufficient number of external recycling and general waste bins New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. Review your main collection bins before they are emptied to see how these new requirements impact you (bins overflowing / underfilled). If changes are needed, discuss bin size, quantity and collection frequency with your | Spring/Summer 25 | | | Completed |

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| contractor. Changes can result in cost-savings. Your CAA can help calculate approximately how many bins you may require. | | | | |
| <p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' 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> | Summer | Office | DDDC – waste team? | |
| <p>Actively encourage and enable community reuse</p> <p>Normalise acquiring preloved and giving away items for low or no cost. Run regular 'Sustainable Swap' events, and/or set up dedicated 'Swap Spaces' for items such as clothes, toys, books, etc. Could be used as a fund-raising opportunity. Can be incorporated into other school events. Older pupils can be involved in the delivery.</p> | Autumn 26 | Fundraising Committee | | |
| <p>Monitor paper use and take steps to reduce consumption</p> <p>Use printer management software such as PaperCut to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and B&W printing. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays though-out classrooms and offices.</p> | Summer /Autumn 26 | Office | Cassie to track/analyse reduction in paper use Cassie to ask Vicars | |

| PROCUREMENT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |

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| <p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p> | <p>Summer 2</p> | <p>Headteacher</p> | <ul style="list-style-type: none"> • Increase opportunities for families to access uniform swap shop • Reframe uniform reuse away from 'for those in need' to positive climate action • Educate pupils and parents on the high carbon impact of clothing and the importance of reuse • Include dress-up day items, wellies, xmas jumpers, coats etc <p>Cultural shift to buying less – eg Christmas jumper challenge! NO new jumpers – explain the reasons behind it and promote it as a POSITIVE CLIMATE ACTION What does sustainability in textiles mean? - BBC Bitesize - some great info in here to educate pupils on sustainability and textiles</p> | |
| <p>Remove or reduce the requirement to wear branded PE kit and allow appropriate own clothes</p> <p>Allow students to wear suitable active clothing in PE lessons rather than branded PE kit.</p> | <p>Oct 25</p> | <p>Headteacher</p> | <p>Active uniform in place</p> | <p>Completed</p> |
| <p>Switch to recycled or sustainably sourced paper</p> <p>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.</p> | <p>Autumn 26</p> | <p>Office</p> | <p>If reduce usage – use difference to buy sustainable paper</p> | |

| TRANSPORT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Look at finding smaller vehicle ?? school trips</p> | | <p>Office</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 |
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| <p>Subscribe to receive Heat Health Alerts and write a heatwave policy/guidance</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> | Summer | Headteacher | <p>Heatwave Toolkit - Solutions for a UK Heat Emergency</p> <p>A toolkit full of low-effort, low-cost and rapidly deployable ways of cooling homes produced by a chartered engineer – many will be applicable to and implementable at schools.</p> | |
| <p>Regularly organise cleaning gutters and unblocking any drains on site</p> <p>Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important.</p> | April | Office | | |

WATER

| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
|---|-----------|-----------------------|--|---------|
| <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> | July 26 | Office | Planned in again? Find out if they can offer a different workshop to avoid duplication for mixed classes | |
| <p>Install water butts to harvest rainwater</p> | Autumn 26 | Outdoor Learning Lead | | |

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| Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water. | | | | |
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3. Biodiversity and Green Infrastructure

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

| NATURE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Take part in The Nature Park</p> <p>Have pupils carry out wildlife surveys</p> <p>Make a start mapping your existing habitats with pupils. Recommendations are to start with mapping your ground without plants.</p> | Summer 2 | Class 2 team | <p>Support with registering, mapping your site boundary and mapping your site can be provided by your East Midlands regional Nature Park team – eastmidlandsnaturepark@ttl.org.uk</p> <p>SH registered and mapped site boundary</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> | Summer 26 | Support staff | Parent volunteer? | |
| <p>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.</p> | Start: Review: | | DWT? | |

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 | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Appoint a sustainability lead with sufficient PPA and support.</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfill this role.</p> | | Headteacher | | Completed |
| <p>Appoint a sustainability focused governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p> | Spring 1 | Headteacher | Free webinar Tues Mar 3 rd 8-8.20am: Supporting your school with sustainability as a Governor | |
| <p>Provide CPD opportunities for staff on sustainability</p> <p>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.</p> | Start: Review: | | <p>Free CPD workshops for staff on all aspects of the CAP full list here: the next ones scheduled:</p> <ul style="list-style-type: none"> Energy - buildings & retrofit on Tuesday 20 January 2026. Register here. Future-proof your pupils! - Green skills & careers on Wednesday 4 February 2026. Register here. | |
| <p>Apply for funding</p> <p>Submit an application for funding for one or more of your projects. Your CAA can share appropriate funds and grants where available.</p> | Start: Review: | | <p>Local Schools Nature Grants for schools is open now, each winner receive:</p> <ul style="list-style-type: none"> £500 of outdoor equipment chosen from a catalogue of 100+ items Outdoor learning CPD for staff (options here) delivered in your schools grounds or online | |

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| | | | <ul style="list-style-type: none"> • A Climate Curriculum Kit (valued at £150) • A school grounds climate survey | |
| Simple application process - closes Friday 13th March | | | | |

| CURRICULUM | | | | |
|--|-----------|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <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> | 2026/7 | Headteacher | | |

| GREEN SKILLS & CAREERS | | | | |
|--|--|---------------|---|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <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>Climate Ambassadors can support settings to:</p> <ul style="list-style-type: none"> • begin or progress their climate action plans through active conversations, • navigate existing resources, organisations and sister project support, and decide where to focus efforts, | <p>Start:</p> <p>Review:</p> | Class 2 staff | <p>Take a look at some of the work settings have done so far: Case Studies.</p> <p>Get in touch with the Regional Hub Manager to find out more about the programme and how we can support you by emailing ca-eastmids@nottingham.ac.uk.</p> <p>Request support from a Climate Ambassador now through the STEM Learning Platform: Make a request.</p> | |

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| <ul style="list-style-type: none">• discuss creative ideas, involving pupil voice in the development of action plans, <p>contribute directly to actions across decarbonisation, adaptation & resilience, biodiversity, and climate education & green careers.</p> | | | | |
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www.letsgozero.org

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