

# Climate Action Plan

## Rosley CofE School

1 year plan Autumn 2025 – Spring 2026



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### GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	SIP 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:</b> <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><i>Complete</i></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:</b> <b>Review:</b></p>			
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## 1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP 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:</b> November 2025 <b>Review:</b> End Autumn 2025</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>	<p>To be led by the Green Team</p>

### PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p><b>Consider carbon footprint and environmental practices of the services/companies you use</b></p> <p>Review your Procurement policy or strategy to ensure it includes sustainability considerations.</p>	<p>Start:</p> <p>Review:</p>			

### FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p><b>Improve composting and food waste facilities (onsite)</b></p> <p>To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors.</p>	<p>Start:</p> <p>Review:</p>			<p>Start adding snack food waste to the compost bin.</p> <p><a href="#">Master Composters</a> might be able to help offering free advice</p>
<p><b>Explore waste collectors to organise food waste disposal and diversion to anaerobic digestion plants</b></p> <p>Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills.</p>	<p>Start:</p> <p>Review:</p>			
<p><b>Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room</b></p> <p>Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.</p>	<p>Start:</p> <p>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	SIP LINK	NOTES/TRACKER
<p><b>Explore the installation of heat reflective measures in Class 2</b></p> <p>Assess the need for solar shading in Class 2. Look at the most effective measures based on the amount of sunlight. Solar film can be used but may cause heat retention as well and limit light into classrooms.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p><b>Leadership and management:</b> 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.</p>	<p>Solar shading options (from page 30 of this <a href="#">document</a>).</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	SIP 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</p>	<p><b>Start:</b> <b>Review:</b></p>		<p><b>Behaviour and attitudes:</b></p> <p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in</p>	<p>Draw your site's boundary.</p>

steps in the journey and the actions needed to reach your goals.			creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. Examples of this can be found in our whole-school action on protecting nature and in our gardening club work.	
<b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b> Develop your outdoor spaces to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.	<b>Start:</b> <b>Review:</b>			Development of a wild area including fenced off no mow zone, new trees, wildflower areas, path through it, bug hotels, habitat mosaic etc. Use this area for science lessons and field work activities.  Involve School Support Group to help with fundraising.
<b>Increase planting of available areas</b> Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.	<b>Start:</b> <b>Review:</b>			

## 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	SIP LINK	NOTES/TRACKER
<b>Re-launch the Green Team for pupils to take leadership on issues (Student council)</b> Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	<b>Start:</b> <b>Review:</b> End Autumn 2025		<b>Personal Development:</b> 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,	This Let's Go Guide might provide some useful information: <a href="#">Let's start an eco-club</a>
<b>Appoint a sustainability lead with sufficient PPA and support</b> Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a> .	<b>Start:</b> <b>Review:</b> End Autumn 2025			<i>In progress</i>

Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.			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.	
<b>Add sustainability goals/ projects/ successes to school website</b> Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.	<b>Start:</b> <b>Review:</b> End Autumn 2025			LGZ certificate which can be printed or added to the website provided by email.  Add previous and future achievements and CAP to this page.
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK. (Ask your Climate Action Advisor whether they're able to deliver this 3 hour session with up to 7 staff for free). <a href="#">MoEE</a> has also compiled a list of staff training opportunities.	<b>Start:</b> <b>Review:</b> End Autumn 2025			<i>In progress</i>  Staff attending Climate Fresk training in the Autumn term.
<b>Explore setting up a sustainability working group including School Support Group</b> Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, governors and School Support Group. Ensure one person has oversight, taking the title of 'Sustainability Lead'.	<b>Start:</b> <b>Review:</b>			

<b>CURRICULUM</b>				
ACTION	TIMEFRAME	STAKEHOLDERS		NOTES/TRACKER
<b>Complete a curriculum audit &amp; incorporate sustainability</b> <a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability. <a href="#">CDEC</a> are a Cumbrian	<b>Start:</b> <b>Review:</b>		<b>Quality of Education:</b> The school's curriculum intent and implementation takes into account the changing world we are preparing our	<i>In progress</i>

organisations supporting schools with climate education and curriculum.			students for and as such, sustainability is embedded securely and consistently across the school.	
<b>Survey staff on how they feel about teaching sustainability issues</b> Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change.	<b>Start:</b> <b>Review:</b>			Example: <a href="#">Staff survey on teaching sustainability issues</a>

### GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<b>Access the <a href="#">Climate Ambassadors</a> scheme</b> Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	<b>Start:</b> <b>Review:</b>		<b>Quality of Education:</b> The school's curriculum intent and implementation takes into account the changing world we are preparing our students for and as such, sustainability is embedded securely and consistently across the school.	



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