

Climate Action Plan

Sheep Dip Lane Academy

1 year plan Autumn 2025 – Autumn 2026

Carbon Baseline: 289.19

Calculation Date: 15-12-2025



GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
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: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA to sign up to the Let's zero campaign. Pupil Ambassadors for sustainability to share the campaign with pupils in assembly spring term. Meet with Alex Green to build ways to reduce our carbon count. Spring term. Review the plan in summer term July 26.	Joined contact email received and offer to come in to support change ideas- <a href="mailto:Alex.Green<letsgozero@ashden.org>">Alex Green <letsgozero@ashden.org>
Calculate your school's carbon footprint using Count Your Carbon This free digital tool allows you to calculate the carbon footprint for your educational setting.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA are already registered users of the count your carbon digital tool. Our total count is 289.19 SDLA to use the data and carbon count to work with the Trust and wider professionals (A Green Let's go zero) to plan activities to reduce our carbon count further and build into this action plan all recommendations spring term 2026.	CYC profile already in place/academy registered. CYC report Carbon Footprint report Dec 25 linked here
Sign up to Sustainability Support for Education A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA have registered for the DFE Sustainability Support for education website and resources. Autumn II 2025	Profile and registration complete.

<p>settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.</p>			<p>Hold a meeting with pupil ambassadors and site manager and ABM to look at resources on the site that we can plan to utilise to support our climate action plan and to be more sustainable. Spring I 2026</p> <p>SLT meeting to share all information with leaders to plan strategies to support sustainability further using the topic strands: biodiversity, climate action, green skills, energy, travel, estates and buildings, food and catering, funding, procurement. Spring I 2026</p>	<p>Initial questions completed for the setting.</p>
<p>Develop governance to include a sustainability link governor at a trust level and school level</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>Trust/SLT</p>	<p>To have a link Director and governor in each school for sustainability. Link governor to meet with the climate action lead and eco team</p> <p>To use the NGA resources to further support green governance</p> <p>To review the climate action plan in governor meetings</p> <p>The Sustainability Link Director provides strategic oversight and assurance that the Trust is fulfilling the expectations of the DfE Sustainability and Climate Change Strategy (2022). This role ensures sustainability is embedded in governance, long-term strategic planning, and operational delivery across all academies within the Trust. Acting as a link between the Director Board and Executive Leaders, they will champion the Trust's commitment to sustainability and climate action, supporting the national ambition for the education sector to be world-leading in sustainability and climate change by 2030.</p> <p>The Sustainability Governor is a member of the LGB who monitors how the academy fulfils the expectations of the DfE Sustainability and Climate Change Strategy (2022). This role ensures that sustainability is embedded in governance, policy, and practice, supporting the national ambition for the education sector to be world-leading in sustainability and climate change by 2030.</p>	<p>Governance handbook updated to provide guidance around the link Director and Governor role.</p> <p>Agenda cycle updated to include appointment of the role on an annual basis.</p> <p>This will be a standing agenda item through the academic year.</p>
<p>Review school improvement planning to include climate action planning</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>SLT</p>	<p>To include climate action planning as part of school wider improvement plan</p> <p>Consider the Eco-Schools award</p>	
<p>Set up a sustainability working group including PTA</p>	<p>Start: Autumn 2025</p>	<p>SLT/Climate Lead</p>	<p>Ensure your climate lead meets each half term if possible with the link sustainability governor, to review CAP and report</p>	

Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.	Review: Summer 2026		back to the governing body as part of the governance review cycle	
Add sustainability goals/ projects/ successes to school website 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.	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	Links to be added to the academy website for pupils/families to access and published on social media: X, Facebook. Spring term 26.	

1. Decarbonisation and Energy Efficiency

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

ENERGY - BEHAVIOUR CHANGE				
ACTION	TIMEFRAM E	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
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).	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA uses the energy sparks dashboard to monitor and feedback to pupils and staff energy usage. Pupil parliament leaders have developed signage around the academy for switching off. Autumn I. Sustainability ambassadors to share with pupils in termly assemblies switch off fortnight actions and dates to reduce energy usage further. Spring I/II, Summer I/II.	Signage in place on all classroom/cloakroom lights, IWB.
Monitor energy use on a regular basis through platforms such as Energy Sparks Sign up to Energy Sparks . This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides	Start: Autumn 2025 Review: Summer 2026	Trust/SLT/Climate Lead	All ELP academies have access to Energy Sparks for academic year 25/26. Each academy has appointed 3 users: SLT member, Premises/Estates Lead, member of teaching staff. Support and resources are available to effectively engage with the portal.	

student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.				
Switch to a renewable energy supplier Obtain quotes for renewable energy tariffs when your current energy contract finishes. Explore Good Energy, Ecotricity and Green Energy UK which are suppliers that generate their own renewable energy and/or buy energy directly from renewable energy generators.	Start: Autumn 2025 Review: Summer 2026	Trust	Energy contract reviews are taking place in Autumn 2025 with sustainable procurement a consideration	
Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	ABM and site manager to meet with Principal to ensure settings are updated and reviewed termly. Spring I 2026 Full shut downs apart from alarm/CCTV systems over the weekends and heating on frost settings only during holidays.	
Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Temperature timings for the croft building set overnight as floor heated to store heat. All other buildings are set 5-10 during colder weather but adjusted weekly according to the forecast the site manager liaises with the Principal. Energy sparks monthly monitoring dashboard is used to analyse usage monthly.	See dashboard link here: slda energy sparks dashboard
Commission an energy audit or heat decarbonisation plan This is a top recommendation for schools to reduce energy costs and will help you to identify and prioritise the next steps with energy retrofit options and measurements for your school.	3-5 years	Trust/SLT	Heat Decarbonisation Plans are part of the wider Estates Strategy and will be considered at appropriate points in time, factoring in the cost and benefits.	
Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Termly memos to go out to all staff team about energy usage and best practice.	

<p>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>SLT/Climate Lead</p>	<p>Implement power down across the academy at weekends and end of terms.</p> <p>Staff briefings to provide reminders for all staff to power down and Google chat reminders set for weekends and end of term timings.</p>	
<p>Ensure your hot water system has efficient timings and temperature set</p> <p>Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>SLT/Climate Lead</p>	<p>Thermostat settings to temperature guidance sets to prevent legionella, testing conducted with flushing at the end of each half termly holiday.</p> <p>Site manager to ensure the hot water is turn off/down during holiday periods to prevent frost for more efficient timings/temperature settings.</p>	
<p>Power down strategy for appliances (fridges and freezers over holidays)</p> <p>Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>SLT/Climate Lead</p>	<p>All kettles, microwaves, fridges are turned off during holiday breaks except 1 which may be storing perishable products.</p>	

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAM E	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
<p>Double glaze all windows where possible</p> <p>Replace any single glazed windows with double glazing or add secondary glazing to enhance energy efficiency, save money, reduce external noise and create a more accessible learning environment.</p>	<p>Start: Autumn 2025 Review: Summer 2026</p>	<p>Trust/SLT</p>	<p>On failure of single glazed units the default approach will be double glazed units except in areas where listed building status restricts this.</p>	<p>Where glazing works have taken place, double glazing has been installed.</p>

PROCUREMENT				
Action	Timeframe	Stakeholders	Notes	Evidence of Progress
Consider carbon footprint and environmental practices of the services/companies you use Develop a Sustainable Procurement policy or strategy.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Develop a sustainable procurement policy with all stakeholders - Spring 2026. Share the draft policy to take feedback through consultation with stakeholders.	
Include sustainability as part of your criteria for procurement This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste. This action can follow the development of a sustainable procurement policy.	Start: Autumn 2025 Review: Summer 2026	Trust/SLT	ELP's Environmental Sustainability Plan 2025 states that 'adopting and improving sustainable procurement practices and prioritising sustainability in product and service selection while incorporating whole-life impacts where possible will reduce the Trust indirect carbon footprint'. An ELP Procurement Strategy is work in progress and will be produced on completion.	Cleaning products, washroom facilities and waste management contracts are in place with sustainable practices.
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. (using efficiency ratings to guide purchases) 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: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	ABM/Principal to ensure new orders for electrical items are checked for cost and highest efficiency ratings.	
Replace ICT equipment that is at end of life with energy-efficient alternatives Purchase new IT equipment based on energy efficiency ratings and considering buying second hand and refurbished IT equipment to lower the cost and carbon footprint.	Start: Autumn 2025 Review: Summer 2026	Trust/SLT	3 year refresh cycle for all client devices using an operating lease approach. Equipment is returned to the supplier for repurposing or recycling to avoid contribution to landfill. All electrical waste is disposed of as per the WEEE Directive.	Evidenced in IT strategy and processes.
Switch to an ethical bank Align your money and financial activities with your values. Sign up to Switch It Green and use their Green Banking Platform to find out what your current bank is funding and switch to a new green bank from the recommended list.	Start: Autumn 2025 Review: Summer 2026	Trust/SLT	Currently being reviewed by the CFO.	

FOOD				
Action	Timeframe	Stakeholders	Notes	Evidence of Progress
Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Termly assemblies to include information for pupils on healthy eating and plant based eating.	
Incorporate plant-based foods as a theme as part of the food technology classes Build planet-friendly considerations into food tech including vegan cooking and produce that is locally grown. (This is also more accessible for students with dairy intolerances, as a bonus!)	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	D&T lead to review the curriculum LTP for nutrition to include the use of plant based foods in each key stage phase cycle. Spring/summer term 2026. (GM)	
Contact your waste collectors to organise food waste disposal and diversion to anaerobic digestion plants 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.	Start: Autumn 2025 Review: Summer 2026	Trust/SLT	Food waste is collected separately as per the arrangement with our waste management provider, Ellgia. Work being done at academy level to make improvements in segregating food waste to achieve higher recycling rates.	
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room 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.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Food waste is organised separately in classrooms and the dining room/staff room facilities across the academy. June 25 Termly assembly to include reminders for pupils how to separate waste/recycling/food waste using the posters.	Image to show
Weigh food waste from kitchen and plates and share results 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, and feed this back to your school caterer to make necessary changes to dishes/menu.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Pupil parliament lunch lead to plan and monitor food waste during lunch and do the daily weigh in logs. Pupil parliament to meet with the cook and principal termly to feed back food waste amounts against menu options to reduce any food waste further and necessary changes.	

TRANSPORT				
Action	Timeframe	Stakeholders	Notes	Evidence of Progress
Conduct a staff and student travel survey Carry out a travel survey to get an understanding of student and staff travel. This can be done as a simple 'hands up' survey in a form time session. You can do this using the CYC tool as a guide, or other resources from Sustrans or other active travel organisations.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Travel survey to be completed with pupils and staff spring term and summer term in conjunction with walk to school weeks. (AB active travel/car share lead)	
Develop an active travel plan Register for ModeShift STARS to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Active travel lead (AB) to complete an action plan with Modeshift and monitor this with Living Streets tracker for SDLA (Jan 26)	
Consider installing EV charging points	Start: Autumn 2025 Review: Summer 2026	Trust/SLT	Due to the complex nature of the environmental impact of reinforced carparks, financial cost of EV chargers, tax and salary chargeback implications, and an EV charger removing a valuable parking position in tight carparks, this is not something currently under consideration.	
Encourage staff to carpool There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office works well!	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Staff travelling from the outskirts of Doncaster/Rotherham/Sheffield to be encouraged to continue to car share.	
Run active travel campaigns e.g. Modeshift STARS	Start: Autumn 2025	SLT/Climate Lead	Living streets/modeshift to support active travel weeks across the academy, promoted in assemblies and via social media with our community.	

Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.	Review: Summer 2026			
Promote walking/cycling/public transport to school/ Park & Stride Communicate to the wider school community the benefits of active travel.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	<u>Consider the School Streets initiative to tackle air pollution and drop off issues in the future</u> <u>School Streets Initiative - All the information you need</u>	
Monitor air quality Register as a SAMHE school (Schools' Air quality Monitoring for Health and Education), supporting teachers and pupils to view and investigate data on air quality.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Classroom Air quality meters to be re- installed in classrooms to monitor, with pupils/teachers reporting back into the site manager and ABM.	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Assemblies to be embedded half termly to recap on our waste and recycling bin usage across the academy. Food waste from lunch and classroom waste to be monitored and recorded on an academy tracker -implement summer term 2026 to provide an accurate waste audit to determine the annual plan 26-27.	
Engage with a plastic reduction campaign e.g. Surfers Against Sewage Become a Plastic Free School through the great campaign run by Surfers Against Sewage.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Sustainability ambassadors to launch the plastic free school campaign in assembly Spring term 2026 with all staff and pupils.	

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	EVIDENCE OF PROGRESS
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns 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: Autumn 2025 Review: Summer 2026	Trust/SLT	An ELP policy is currently under review.	
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Share sails are used in 2 areas, explore alternatives with the ABM.Site manager. Forest school area and stage area to be used effectively during hotter weather to provide further shelter.	
Install heat reflective measures in classrooms (focus on south, east and west facing) Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. external blinds/ awnings. Solar film can be used but may cause heat retention as well and limit light into classrooms.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	3 west facing corridor classrooms LKS2 intervention room/CI3, CI2, CI1 to cost and fit solar shading film to the windows. Site manager/ABM/Head of estates to cost this development and build into the plan. Spring term 26.	

Subscribe to receive the UK Health Security Heat Health Alert Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert service . Familiarise your staff with updated DfE guidance on hot weather.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA to subscribe to the heat alert weather service.	Completed: linked here weather alert service
Register for flood alerts from UK Gov and The Met Office websites and build flooding into wider curriculum Get flood warnings by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	SDLA to subscribe to the flood alert warning service through the Met office.	Completed linked here met office weather warnings
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Communication through briefings/memos to all staff on how to keep the classroom cool issued during periods of hotter weather, Spring/Summer 2026.	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider 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.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Engage with Yorkshire water services and through careers days to develop pupils understanding of water consumption. Explore additional water butts around school to compliment the 2 existing to site.	

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	EVIDENCE OF PROGRESS
Enrol with The Nature Park (NENP) The NENP aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	Engage with NENP 5 step process Explore Eco Church website to engage with local parish and wider resources	
Use eco friendly cleaning products Once current cleaning products are finished, replace any cleaning products with eco-friendly versions. This may need to be an ongoing conversation with your cleaning company.	Start: Autumn 2025 Review: Summer 2026	Trust	Cleaning function is in-house at all primary academies and there is a one Trust approach to the purchasing of cleaning products. Supplier is Elliott Hygiene and we have taken the approach to purchase super concentrated products, removing the need to transport water, reduce packaging and buy responsibly.	Manufacturer is Evans Vanodine, who hold Green Tick and Planet Mark accreditation.
Increase planting of available areas 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.	Start: Autumn 2025 Review: Summer 2026	SLT/Climate Lead	Focus on development of biodiversity in the playground through using pots, living walls, bird boxes and bird tables, planters	

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

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS
Complete a curriculum audit & incorporate sustainability <p>Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this.</p>	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	<p>Climate Action – Resources – Leeds DEC</p> <p>Ministry of Eco Education Home Climate change resources for schools WWF</p> <p>Energy Heroes – Enabling school communities across the UK to become models of energy efficiency</p> <p>-The Harmony Project resources that help put nature in learning: https://www.theharmonyproject.org.uk/.</p>	
Survey staff on how they feel about teaching sustainability issues <p>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.</p>	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	<p>Survey to be completed with all staff around sustainability to analyse understanding of causes and effects of climate change.</p> <p>Results from survey analysis to be used to add into the action plan where any gaps in staff knowledge are to further develop to support pupil/staff understanding.</p>	

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	EVIDENCE OF PROGRESS

Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	Sustainability ambassadors to be used to subscribe and explore together resources for the climate ambassador scheme. Build into their annual action plan.	Contact made with regional lead Ruth Green to provide support/resources Linked here <u>ruth green climate change link</u>
Include green skills as part of career guidance Integrate green skills and career pathways in the curriculum	Start: Autumn 2025 Review: Autumn 2026	SLT/Climate Lead	Access the National Education Nature Park and Geographical Association careers resources and embed across the curriculum	



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