

Climate Action Plan

Waddingham Primary School

1 year plan Summer 2026 – Summer 2027

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Climate Action Plans

A climate action plan (CAP) is a detailed plan to enable an education setting, or trust, to progress or commence sustainability initiatives. It allows education settings to take a structured and strategic route toward ensuring they are acting toward, and educating about, sustainability. The CAP can sit within an individual setting, across a trust, or both. It is important that the whole education setting, or trust, is engaged when creating a CAP so that planning becomes action.

For a CAP to be effective, you must consider the following:

1. Who will own and develop the CAP and monitor progress towards your targets?
2. What additional training might your sustainability leadership team need?
3. How will the CAP fit with your governance structures? Where will progress against the CAP be reported?
4. How will you communicate with your wider community about your CAP?

A whole setting approach

Best practice shows that change is delivered when driven by a diverse team of passionate individuals. It is important that the whole education setting, or trust, is engaged in developing a CAP so that planning becomes action. Remember to include both educational and operational expertise in this team. Take a whole setting approach when developing a CAP, including individuals who represent different parts of a settings community:

- **Senior leadership team, governors, trustees and executive leaders-** critical for planning and implementation to be successful. They have the authority, capacity, and support to influence and lead strategic change within the setting and ensure climate change and sustainability feature on the agenda at key meetings.

- **Learners**-inspire enthusiasm to help drive positive change and give learners a sense of agency, whilst increasing their practical knowledge of sustainability and climate change. Learners can develop a sense of pride in their education setting and engage their parents, carers and the wider community in sustainability & climate change, expanding the impact of your CAP.
- **Teachers**- identify where climate change and sustainability teaching fits into the curriculum and embed this into learning.
- **Estates management**- it is important the estates manager or management team inform the CAP as they have the operational knowledge of an education setting. This is required for baseline data and to enact more sustainable practices.

Celebrating and Building on our Successes

Before developing your CAP, it is important to assess and celebrate what has already been started and achieved. You may have already implemented sustainability initiatives, e.g. taking part in environmental action days, developing a travel plan or improving recycling within your setting. Make a note of these successes using a table like the below example, as they are a good foundation to build future actions for your CAP.

Action	Completed or Ongoing?	CAP Pillar (decarbonisation, biodiversity, adaptation & resilience or climate education)	Who was involved? (e.g. admin, SLT, governors, learners, site team)	Benefit/ Impact
Food waste collected and disposed of separately	Ongoing	Decarbonisation	Midday staff, children	Supports recycling
Recycling bins for paper and cardboard	Ongoing	Decarbonisation	All staff and children	Reduces waste sent for disposal
Lights on timer switches	completed	Decarbonisation	Admin, SLT, contractors	Timer switches reduce unnecessary electricity use by ensuring lights are only on when needed. Lower electricity consumption reduces the school's carbon emissions and energy costs.

LED lighting	completed	Decarbonisation	Admin, SLT, contractors	LED bulbs use significantly less electricity than traditional incandescent or fluorescent lighting. Lower energy use reduces the school's carbon emissions. LEDs also last longer, reducing waste and maintenance costs
Pre-loved clothing - uniform recycling	ongoing	Decarbonisation	Friends of School, Parents, School staff	Reusing clothing reduces the need to manufacture new items, which cuts carbon emissions, energy use, and waste. It supports a circular economy by keeping usable items in circulation for longer.
Science garden for wildlife	ongoing	Biodiversity	Friends of School, Parents, School staff, Governors, Children	creates habitats for plants, insects, birds, and other wildlife. increases biodiversity on the school site.
Ventilation - keeping windows shut when it's hot	ongoing	Adaptation and Resilience	Cleaner, admin, School staff, Children	Good ventilation helps the school cope with higher temperatures and heatwaves. It improves indoor air quality and creates a healthier learning environment.

				It helps the school become more resilient to the impacts of climate change.
Spaces for nature	ongoing	Biodiversity	Friends of School, Parents, School staff, Governors, Children	Creates habitats for plants, insects, birds, and other wildlife. increases biodiversity on the school site.
Farmer Families	ongoing	Climate education	School staff, community	Increases understanding of food systems, sustainability, environmental stewardship, and careers in agriculture and land management.
Point of use water heaters	completed	decarbonisation	Admin, SLT, contractors	Reduce energy waste by heating water only where and when it is needed. Less heat is lost through long pipe runs. Lower energy use can reduce the school's carbon emissions and energy costs
Food bank	ongoing	Climate Education	Parents, School staff, children	Reduces food waste, supports the local community, raises awareness of sustainability issues, and develops pupils' understanding of responsible consumption

Nighttime/Early morning Purge	ongoing	Adaptation	Cleaner	Allows cool air to flow through building
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Climate Action Tracker

To be able to effectively support education settings in the climate action planning and implementation process, we have designed a Climate Action Tracker. Our Climate Action Tracker will help your setting consider and monitor progress on CAP development and delivery, and to identify areas for improvement. We are asking all settings to complete this at the start of their climate action journey and once each term thereafter.

The form should take no more than 20 minutes to complete. Once you have completed the form, we encourage you to save and email yourself your answers, allowing you to see your progress over time and better identify areas for improvement.

The link to the form can be found here: [Climate Action Tracker](#)

1. 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	In place/Action	Progress
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: July 2026 Review: Dec 2026 Term 1	SLT, Staff, Governors	In place- Heat alerts subscription in place July 2026 Action- Heatwave policy including protocol to agreed with Governors	
Conduct a climate resilience audit Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes	Start: July 2026 Review: October 2026 Term 1	Admin, Caretaker, SLT, Governors	Action- Check and repair on blinds Action- Guttering cleared	

covers all weather conditions and involves students' opinions of their grounds.				
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days. See Let's Go Guide on cooling our school.	Start: January 2027 Review: February 2027 Term 3	Admin,SLT, Contractors	Action- Apply for grant to add shelter sale outside Little Acorns and install sale to create additional shelter in outside area Action- Y1 DT create shelters to use in outdoor area. Build into curriculum plan	

Water				
Action	Timeframe	Stakeholders	In place/action	Progress
Check site for leaks using your water meter Check your site for any water leaks using your water meter. Use the Anglian Water school water audit guide	Start: July 2026 Review: July 2027 All year	SBM , SLT	In place- Anglian water inform if water consumption has increased.	
Raise awareness around water consumption and efficiency Engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to	Start: November 2026 Review: December 2026 Term 2	SLT	Action- Assembly focus to raise awareness on water consumption Action- Contact Anglian Water for education team Action- Curriculum letter writing- persuading community to save water	

schools to webinars, downloadable tools and guides, and more.				
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: March 2027 Review: April 2027 Term 4	Friends of Waddingham, Nature club	Action- Advertise for water butt to be donated Action- Install water butt in Science garden	
Install mechanisms to reduce water wastage Install water hippos to reduce water capacity in normal cisterns. Let's Go Guide	Start: April 2027 Review: May 2027 Term 5	SBM, Caretaker	Action- order water hippos Action-Install water hippos in cisterns to reduce water capacity 8 toilets - 8 hippos	

2. Biodiversity

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

Nature				
Action	Timeframe	Stakeholders	Notes	Progress

Register with the National Education Nature Park, a fully DfE funded programme with the 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. First steps to take after registering: - Map your site boundary which identifies to the NHM the area you have to make biodiversity improvements, your setting will then appear on the Nature Park map! - Choose some resources linked to step one, take your pupils outside and begin to explore your outdoor space.	Start: January 2027 Review: March 2027 Term 3	Nature club, SLT, Staff	Action- register with National Education Nature Park Action-Mapping the boundary of the site Action- Identify areas for the change	
The Nature Park 5 step cycle will encourage you to make biodiversity improvements to your site. Enhance or create a pond, plant trees, hedging, pollinator friendly plants, make/install microhabitats, allow the edges of grassland to grow long/create wildflower areas.	Start: March 2027 Review: April 2027 Term 3	Nature club, SLT, Staff	In place- pond in place Action- curriculum to develop microhabitats Action-Complete the big birdwatch Action- Lincolnshire Wildlife trust invited in for assembly	
Establish a nature club Set up a nature club for pupils to join. The club can help develop the school site for nature, investigate outdoor learning opportunities and supports staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	Start: March 2027 Review: April 2027 Term 3	SLT, Staff	Action -Create a nature club in school to run at lunchtime/after school club	

3. Climate education 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	Progress

Appoint a sustainability lead with sufficient time and support Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy . Provide the sustainability lead with sufficient time to fulfil this role.	Start: July 2026 Review: September 2026 Term 1	SLT, Governors	Action-Appoint a sustainability lead and link Governor	
Set up an Eco Council for pupils to lead on sustainability initiatives Establish a student Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school. Let's Go Guide	Start: September 2026 Review: October 2026 Term 1	SLT	Action- Appoint School council and ensure a subcommittee to focus on Eco council - standing agenda item	

Curriculum				
Action	Timeframe	Stakeholders	Notes	Progress
Amend your curriculum to incorporate sustainability Amend the curriculum to include stronger links to climate change and sustainability by adding extra assemblies. Teach the Future , Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE to add to curriculum	Start: September 2026 Review: July 2027 All year	SLT, Staff	Action- Add into year planner of assembly plan big questions focused on climate change Action- Add into relevant curriculum areas of medium term planning links to sustainability	
Create an environment where lessons can be taught outside in all subjects Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. Forest School Association , Learning Through Landscapes or the National Education Nature Park .	Start: June 2027 Review: July 2027 Term 6	Teacher, support staff	Action- Build into curriculum lessons outdoor learning E.g. tallies in Maths for trees counting Mapping of the school site in Geography Artwork using natural resources	

Green skills and careers				
Action	Timeframe	Stakeholders	Notes	Progress
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: July 2026 Review: July 2027 All year	SLT	Action- Invite in the climate Ambassadors scheme- add to year planner	
Provide opportunities for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc. • WWF Green Ambassadors Schools Programme • Interclimate Network • Environment Leaders Programme • Teach the Teacher	Start: September 2026 Review: October 2026 Term 1	SLT	Action Appoint School council and ensure a subcommittee to focus on Eco council - standing agenda item as noted above and expand to include programmes	
Provide parental information on sustainability Inform parents on steps being taken and how they can further support	Start: September 2026 Review: October 2026 Term 1	SLT	Action- Inform parents during harvest festival regarding sustainability especially food waste, food banks, reusing products	

4. Decarbonisation

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

Energy – Behaviour Change

Action	Timeframe	Stakeholders	Notes	Progress
Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight (10th-23rd November 2025) . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: October 2027 Review: December 2027 Term 2	All staff, Children	Action-Engage in the switch off fortnight. Action- Design signs to put under light switches to remind people to switch them off	
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings.	Start: July 2026 Review: July 2026 Pre-term 1	SBM	Action- LCC visit in July 2026 to monitor energy usage	

Energy – Buildings & Infrastructure				
Action	Timeframe	Stakeholders	Notes	Progress
★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 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 .	Start: July 2026 Review: July 2027 On going	SBM, SLT	In Place- Vinci complete temperature checking during monthly legionella checks. Changes made accordingly	

Install LED lighting 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% .	Start: June 2027 Review: July 2027 Term 6	SLT, caretaker, SBM	Action- audit any remaining changes to LED	
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Food				
Action	Timeframe	Stakeholders	Notes	Progress
<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>				
Arrange a menu consultation through an external organisation e.g. ProVeg Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Climate Action Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.	Start: June 2027 Review: July 2027 Term 6	SLT, Meal providers	Action-Consult with meal provider on how the menu is presented to parents and children	

Transport				
Action	Timeframe	Stakeholders	Notes	Progress
Run active travel campaigns Participate in the 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.	Start: April 2027 Review: May 2027 Term 5	Teachers, SLT, Parents and children	Action- Walk to school week in May to be relaunched in school	

Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer)	Start: July 2026 Review: July 2027 Ongoing	Admin, SLT	In place- taking place in school and planned as part of provision	
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Procurement				
Action	Timeframe	Stakeholders	Notes	Progress
Reduce branding on uniform and other school items Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO ₂ limits on embroidery and personalisation.	Start: July 2026 Review: September 2026 ongoing	SLT, Governors	In place- uniform policy redone to make clear the reduction of branded/logo uniform items	
Christmas jumper swap Set up donations and Christmas jumper swap shop to reuse and recycle clothing	Start: October 2026 Review: December 2026 Term 2	SLT, parents	Action-Set up a Christmas jumper swap shop - donations of Christmas jumpers can be swapped for a different one	
Water heaters Switch off water heaters during holidays to reduce cost and use	Start: February 2027 Review: May 2027 Term 3 and 4		Action-Turn off water heater during holiday - Feb, April and May- compare results to previous year	

Waste				
Action	Timeframe	Stakeholders	Notes	Progress

Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Carry out a bin audit to ensure mandatory recycling requirements are being met New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Wastebuster has a useful toolkit you can use for doing a waste audit.	Start: July 2026 Review: July 2027 ongoing	All staff	In place- paper waste and food waste is separated from main waste	
Provide students with education on the importance of reducing, reusing and recycling correctly 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.	Start: July 2026 Review: July 2027 All year	SLT	Action- Assemblies with a focus on reducing, reusing and recycling Action-Curriculum plans reflect the message at appropriate cross over points	
Establish procedures for the reuse of school supplies and equipment When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange; Facebook Marketplace, etc.	Start: January 2026 Review: March 2026 Term 3	SLT, SBM	Action-Create links with other schools and communities to share resources, source resources. Asking parents for donations of resources.	



Sustainability Support for Education is an online service for sustainability leads. From setting up a sustainability team or embedding climate change in the curriculum, to carrying out an energy efficiency assessment or adapting for flooding and overheating, you can find all you need for planning a holistic approach.

sustainabilitysupportforeducation.org.uk



The National Education Nature Park brings together education settings into a virtual nature park, taking action to support nature's recovery. Curriculum-linked teaching resources and activities encourage a connection to nature, improve wellbeing, develop skills, knowledge and agency.

educationnaturepark.org.uk



For extra help with getting started or delivering your plan, you can register for free, in-person support from the Climate Ambassadors Programme or with their partners at Let's Go Zero.

climateambassadors.org.uk



Climate Action Advisors are experts, who offer free support for schools, colleges, and nurseries across England. They support schools to understand their carbon impact, make effective plans, and find funding and resources. They work with schools of any size, even those that are just starting their sustainability journey. They also spotlight local opportunities for how schools can work together.

letsgozero.org