

Climate Action Plan

Stokenham Area Primary School

1 year plan Autumn 2025 – 2026



Progress Key
Not Started
In Progress
Stalled
Complete

★ = high carbon reduction actions

Climate Action Plan history

Last reviewed: 12.11.25 by TC and JH

GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Participate fully in Zero Carbon Schools Use the programme to help to embed climate education into the curriculum and the culture of your school.				In 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.	Start: 11.25 Review: 11.26	T.Coulthard		
Set up a sustainability working group Assemble a working group featuring different stakeholders across the school to collaborate and effect change.	Start: 11.25 Review: 11.26	J.Hinder	Ensure one person has oversight, taking the title of 'Sustainability Lead'.	
Add sustainability plans, projects and successes to your school website and share through wider communications	Start: 11.25 Review: 7.26		Use the Let's Go Zero comms pack to do this.	

Celebrate your school's climate action on your website, in newsletters, social media, and events to showcase your successes and involve the wider community.				
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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>				
Install a smart meter 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 .	Start: 1.25 Review: Weekly once installed	R.Michlemore Z.Hayhurst T.Kidd	TC discussed with RM - to support usage - discuss with electricity provider.	
Install TRVs on radiators 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.	Start: 11.25 Review:11.26	R.Michlemore T.Kidd	They are installed on all radiators to maintain temperature. Hot water system - Ensures legionella is killed by minimises temperature for safety of users.	

ACTION	TIMEFRAME	STAKEHOLDER	NOTES	TRACKER
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Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
<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: 1.26 Review: 7.26</p>	<p>Class teachers</p> <p>J.Hinder</p> <p>T.Coulthard</p>	<p>Year 6 Geography Autumn 2</p> <p>Sustainability curriculum planned</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: 2.26 Review: 7.26</p>	<p>Class teachers</p> <p>R. Michelmore</p> <p>J Hinder</p> <p>T.Coulthard</p>		

FOOD				
ACTION	TIMEFRAM E	STAKEHOLDER S	NOTES	TRACKER
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
<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 interesting meat substitutes will make switching from meat easy and appealing!</p>	<p>Start: 11.25 Review: 11.26</p>	<p>S.Jones</p> <p>Educating</p> <p>T.Coulthard</p>	<p>Work with Educating</p> <p>Meat free Monday</p> <p>Veggie options daily</p> <p>Limited beef meals</p>	
<p>Weigh food waste from kitchen and plates, share</p>	<p>Start: 11.25</p>	<p>S.Jones</p>	<p>Share outcomes in weekly assembly</p>	

<p>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>Review: weekly</p>	<p>Educating T.Coulthard</p>	<p>Overall winner each half term.</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: 4.26 Review: 7.26</p>	<p>J Hinder</p>	<p>Investigate - sustainable compost waste Class visit to compost unit - SHDC ?</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 wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p>Start: 11.25 Review: 11.26</p>	<p>T.Coulthard PTFA</p>	<p>PTFA - Uniform swap Christmas jumper swap - 28.11.25 Forest school store - access by children without outdoor clothing</p>	
<p>Reduce branding on uniform and other school</p>	<p>Start: 1.26</p>	<p>T.Coulthard</p>	<p>Review Uniform policy</p>	

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.	Review: 1.27			
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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>				
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. Your CAA can provide a bin audit toolkit with label templates.	Start: 4.26 Review: 7.26		Alongside Alex Mac - DCC - bin audits for packed and school lunches. Recycle IT equipment with IT resolve	
Provide students with education on the importance of reducing, reusing and recycling correctly 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.	Start: 4.26 Review: 7.26		Workshop with Alex Mac Eco Council to highlight to rest of school after work with Alex.	

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>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: 5.26 Review: 5.26</p>		Bikeability - annually - with all Year 5 pupils - May	

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>				
<p>Conduct a climate resilience audit</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>Start: 11.25 Review: 7.26</p>	<p>T.Coulthard R Mitchelmore T.Kidd J.Hinder</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: 11.25 Review: 7.26</p>	<p>J. Hinder T.Coulthard</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: 4.26 Review: 7.26</p>	<p>J. Hinder</p>	<p>Raising funding for sun sails outside classrooms - for lunches and providing shade for outdoor seating when learning.</p> <p>Re development of bandstand as outside classroom.</p>	
<p>Consider measures to increase adaptation to flooding risks</p>	<p>Start: 11.25 Review: 7.26</p>	<p>J.Hinder</p>	<p>Planting willow dome in soggy area of field - poor drainage due to run off from top of the field.</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).				
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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>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: 11.25 Review: 7.26</p>	<p>J.Hinder</p> <p>T.Coulthard</p>	<p>Book SWW education team - JH emailed for posters - need to arrange assemblies.</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: 1.26 Review: 7.26</p>	<p>J. Hinder</p>	<p>Currently x 1 water butt - install additional in Forest school area and around school site.</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>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>	<p>Start: 11.25 Review: 7.26</p>	<p>J.Hinder</p>	<p>Work with DW trust to reinvigorate the pond area for further biodiversity.</p> <p>Create bug hotel at edge of KS2 playground.</p> <p>Create and put up Bat boxes in Forest school area.</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: 11.25 Review: 7.26</p>	<p>T.Coulthard</p> <p>J. Hinder</p> <p>A.Moore</p>	<p>Forest School area</p> <p>Orchard</p> <p>Dipping pond</p> <p>Playing field</p> <p>Gardening area - Poly tunnel</p> <p>KS2 wellness area - needs a sun sail</p> <p>Community garden project - Slapton - as part of post doctoral research project- 2027</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: 11.25 Review: 7.26</p>	<p>J.Hinder</p>	<p>Year 2 - 6 - will now focus on projects within this action plan.</p> <p>Signed up for RSPB Bird watch - January 2026</p> <p>Community garden project - Slapton - as part of post doctoral research project- 2027</p>	
<p>Provide CPD opportunities for staff on sustainability</p> <p>Schedule and deliver the CPD sessions included in Zero Carbon Schools</p> <p>Investigate additional CPD opportunities for staff, e.g. Carbon Literacy Training, Climate Fresk.</p>	<p>Start: 11.25 Review: 7.26</p>	<p>J. Hinder</p>	<p>Zero schools Project - 2 x staff CPD sessions</p> <p>Sustainability conference</p>	
<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. You can include the Let's Go Zero webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.</p>	<p>Start: Review:</p>	<p>T.Coulthard</p>	<p>Let's Go Zero webinars</p> <p>Sustainability Conference - DCC</p>	

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>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: 11.25 Review: 7.26</p>	<p>T.Coulthard</p>	<p>Contained within whole school curriculum map - esp. Geography and English / Reading and Science</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. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association, Learning Through Landscapes or the National Education Nature Park.</p>	<p>Start: 11.25 Review: 7.26</p>	<p>T.Coulthard J.Hinder</p>	<p>Forest School - weekly throughout year for Reception.</p> <p>MGR Pre Sch access Forest Sch weekly - JH to offer staff CPD</p> <p>Weekly half-term blocks for other year groups</p> <p>Develop Outdoor Classroom area</p> <p>Develop Pond area</p> <p>Develop seating areas for Reading</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>Start: 1.26</p>	<p>T.Coulthard</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. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.</p>	<p>Review: 7.26</p>	<p>J. Hinder</p>	<p>Encourage green speakers to be part of KS2 Career talks - include Field Studies Council.</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: 11.25 Review:7.26</p>	<p>J.Hinder</p>	<p>Forest School: Planting hedge Planting willow Harvesting from orchard area 1:1 and small group SEMH sessions RSPB - Bird watch January 2026 Community garden project - Slapton - as part of post doctoral research project- 2027</p>	



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