

# Climate Action Plan

## Linton CE Infant School

1 year plan Spring 2026 – 2027



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### Progress Key

Not Started

In Progress

Stalled

Complete

Your school's carbon baseline: 108.09 t CO<sub>2</sub>e    Calculation: Year

### Climate Action Plan history

★ = high carbon reduction actions

### RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER
<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 and gives you a baseline against which to measure progress, year on year.</p> <ul style="list-style-type: none"> <li>20% Energy &amp; Utilities <ul style="list-style-type: none"> <li>13% Fuel Usage</li> <li>7% Electricity Usage</li> <li>&lt;1% Waste Usage</li> <li>&lt;1% Water Usage</li> </ul> </li> <li>24% Food &amp; Drink <ul style="list-style-type: none"> <li>24% Meals</li> </ul> </li> <li>34% Transport <ul style="list-style-type: none"> <li>0% Vehicles</li> <li>&lt;1% School Trips</li> <li>22% Student Commutes</li> <li>12% Staff Commutes</li> </ul> </li> <li>21% Purchases <ul style="list-style-type: none"> <li>15% Spending</li> <li>6% Uniforms</li> </ul> </li> </ul>	<p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's <a href="#">Sustainability and Climate Change Strategy</a>, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p><b>Calculating your carbon footprint is a great first step on your decarbonisation journey.</b> It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p> <p><b>If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.</b></p>	<div style="background-color: #90EE90; width: 100%; height: 100%;"></div>

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	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: Jan 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		
<p><b>Set up a sustainability working group</b></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>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>James Lake</b></p> <p><b>Luci Neville</b></p> <p><b>Emma Little</b></p> <p><b>Emma Hicks</b></p>		
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></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>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		

# 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>				
<p><b>(H01) Install a smart meter</b></p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a>.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b></p>	<p>In talks about getting this installed. Concerns around school wifi in order to run the smart meter. Ongoing investigations.</p> <p>Have a heat decarbonisation audit booked for June 4<sup>th</sup>.</p>	
<p>★ <b>(C01 – C03) Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> 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%, <a href="#">according to the DfE</a>.</p>	<p><b>Start: Mar 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b> <b>George Glossop</b></p>		
<p><b>(J02) Install LED lighting</b></p>	<p><b>Start: Feb 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b></p>	<p>Already started and lights being replaced on a rolling programme. Have acquired a quote to replace all remaining lighting that is not LED. Plan to complete this summer 2026.</p>	

### ENERGY – BEHAVIOURAL CHANGE

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>				
<b>Take part in a switch off campaign</b> 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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	<b>Start: Jan 26</b> <b>Review:</b>	All staff		
<b>D01: Remove obstructions in front of radiators (this blocks the heat)</b>	<b>Start: Jan 26</b> <b>Review:</b>	All staff		
<b>D02: Ensure lights and equipment are switched off at the end of the day</b>	<b>Start: Jan 26</b> <b>Review:</b>	All staff and children	Collective worship with climate focus. 1 small challenge was around switching lights and equipment off at lunchtimes, breaktimes, when rooms are empty.	

### FOOD

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>				
<b>Increase the number of planet friendly, meat-free options on offer every day</b> 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!	<b>Start: Apr 26</b> <b>Review:</b>	Kelly Harries  Shelly Bourke  Emma Hicks	Always have meat free options  Already have meat free Monday each week.  Fruity Friday.	

Consider ways to reduce food waste	Start: Jan 26 Review:	Kelly Harries Shelly Bourke Emma Hicks	All left over government fruit is used in kitchen as veg or in puddings.  Leftover food is repurposed e.g. pasta bakes or used at after school club	
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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>★ <b>Develop your uniform exchange and extend existing reuse practices</b></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>	Start: Jan 26 Review:	Emma Hicks Roz Markham	Pre-loved uniform exchange already in place and sales are run regularly to re-use or parents can request uniform.	
<p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</p>	Start: Jan 26 Review:	Kelly Harries	No requirement for any branded items in our uniform policy.	
<p><b>(A03) Follow sustainable practices when choosing products</b></p> <p>This approach involves purchasing products that were designed and produced ethically and sustainably, are energy efficient, non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.</p>	Start: Jan 26 Review:	Kelly Harries Emma Hicks		

<b>Switch to recycled or sustainably sourced paper.</b>	<b>Start: Jan 26</b> <b>Review:</b>	<b>Emma Hicks</b>	All copier paper ordered is sustainably sourced paper	
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<b>WASTE</b>				
<b>ACTION</b>	<b>TIMEFRAME</b>	<b>STAKEHOLDERS</b>	<b>NOTES</b>	<b>TRACKER</b>
<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><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> 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.</p>	<p><b>Start: Sep 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>Emma Hicks</b></p> <p><b>George Glossop</b></p>		
<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce -&gt; Reuse -&gt; 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 <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>All staff</b></p>		
<p><b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b></p> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.</p>	<p><b>Start: Jan 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>All staff and children</b></p>	Set a challenge to reduce number of paper towels, as these are not recyclable. Currently we use 7500 per week!	

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><b>Run active travel campaigns</b></p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a>). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park &amp; Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>Emma Hicks</b></p> <p><b>Governors</b></p>		
<p><b>Develop an active travel plan</b></p> <p>Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p> <p><b>Emma Hicks</b></p> <p><b>Governors</b></p>		
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>TBC</b></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
<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><b>Conduct a climate resilience audit</b></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. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p><b>Start: Jun 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b></p>		
<p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a>. Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.</p>	<p><b>Start: Jan 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>	Signed up and subscribed January 2026	
<p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></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 CO<sub>2</sub> levels using devices.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		

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><b>Check site for leaks using your water meter</b></p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>George Glossop</b></p>		
<p><b>Raise awareness around water consumption and efficiency</b></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><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>	<p>Have booked WAVE Water Reduction Audit for 22/05/2026</p>	
<p><b>Install water butts to harvest rainwater</b></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><b>Start: Jan 26</b> <b>Review:</b></p>	<p><b>SLT</b></p>		
<p><b>Install mechanisms to reduce water wastage</b></p> <p>At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b></p>	<p>Removed urinals and replaced with toilet cubicles saved water usage as urinals had a constant flush</p> <p>Will action any suggestions that arise from WAVE Water Reduction Audit (22/05/2026)</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><b>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</a> 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. 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.</p>	<p><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		
<p><b>(B03) Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b></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><b>Start: Jan 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b> <b>Emma Hicks</b></p>	<p>Developed a pond and wildlife garden within school grounds.</p> <p>Dedicated growing areas in both EYFS and Year 1 outdoor areas.</p> <p>Year 1 RE included added bird feeders to wildlife areas.</p>	
<p><b>Create accessible outdoor spaces that enable students to connect with nature</b></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><b>Start: Apr 26</b> <b>Review:</b></p>	<p><b>All staff</b></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>				
<b>(B01) Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> 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.	Start: Apr 26 Review:	Kelly Harries	Promoted eco-schools in Collective Worship and beginning to form eco-committee. Signed up to Eco-Schools programme.	
<b>A01 Appoint a green governor</b>	Start: Jan 26 Review:	James Lake Luci Neville		
<b>A02 Actively instigate sustainability as a governance item.</b> Include net zero carbon and wider sustainability on monthly agendas.	Start: Apr 26 Review:	Michael Wilcockson James Lake Luci Neville Emma Hicks Kelly Harries		
<b>G02 Include sustainability and net zero carbon into the job description and performance reviews of key staff such as the head and school business manager.</b>	Start: Jan 26 Review:	Kelly Harries Emma Hicks		

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><b>Complete a curriculum audit</b></p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.</p>	<p>Start: Apr 26 Review:</p>	<p>SLT All teaching staff</p>		
<p><b>Amend your curriculum to incorporate sustainability</b></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. <a href="#">Teach the Future</a>, Royal Meteorological Society (<a href="#">Curriculum for Climate Literacy</a>) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start: Apr 26 Review:</p>	<p>SLT All teaching staff</p>		
<p><b>Survey staff on how they feel about teaching sustainability issues</b></p> <p>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.</p>	<p>Start: Apr 26 Review:</p>	<p>SLT</p>		
<p><b>Create an environment where lessons can be taught outside in all subjects</b></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 <a href="#">Forest School</a></p>	<p>Start: Apr 26 Review:</p>	<p>SLT All teaching staff</p>		

<a href="#">Association</a> , <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a> .				
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### 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><b>Access the <a href="#">Climate Ambassadors scheme</a></b></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><b>Start: Sep 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		
<p><b>Invite inspirational green careers speakers in to speak to pupils</b></p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a>, <a href="#">Inspiring the Future</a>, <a href="#">Speakers for Schools</a> to find speakers.</p>	<p><b>Start: Sep 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		
<p><b>Provide opportunity for all pupils to take leadership on sustainability</b></p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p><b>Start: Sep 26</b> <b>Review:</b></p>	<p><b>Kelly Harries</b></p>		



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