

# Climate Action Plan

## Ironville and Codnor Park Primary School

Autumn 2025 – Autumn 2026

Main point(s) of contact email: [Let's Go Zero: Jo.Pettifer@letsgozero.org](mailto:Jo.Pettifer@letsgozero.org);  
[Climate Ambassador: ca-eastmids@nottingham.ac.uk](mailto:ca-eastmids@nottingham.ac.uk)  
[Nature Park: eastmidlandsnaturepark@itl.org.uk](mailto:eastmidlandsnaturepark@itl.org.uk)

| Help to deliver your plan                                                                                                                                                                                                                                                                                                                                                                                                              |             |                               |                                                                                              |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------|----------------------------------------------------------------------------------------------|----------|
| Action                                                                                                                                                                                                                                                                                                                                                                                                                                 | Timeframe   | Who?                          | Notes                                                                                        | Progress |
| <b>Place a request for support with your Climate Action Plan on the <a href="#">STEM Learning page</a></b><br>Regional Hub Managers will introduce your educational setting to the programme and will assist you in finding the right specialist volunteers in your area. Please get in touch via email: <a href="mailto:eastmids@nottingham.ac.uk">eastmids@nottingham.ac.uk</a>                                                      | Summer Term | Lisa Bowler                   | Have established a Climate Action link and had training and support online session.          |          |
| <b>Register with the <a href="#">National Education Nature Park</a></b><br>The Nature Park 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. | Summer Term | Paula Stevenson<br>Karl Judge | Registered and Nature Park Grant open to Ironville and Codnor Park Primary in September 2026 |          |

### The ABCs of Climate Action Plans

A Climate Action Plan sets your education setting, nursery or college up for a sustainable future — whether it's through your buildings, outdoor spaces or curriculum. It's centred around four pillars which help bring about a multitude of wellbeing, learning and environmental benefits for your learners and your community:

- **Adaptation and resilience**
- **Biodiversity**
- **Climate education and green careers**
- **Decarbonisation**

Find out more:

[letsgozero.org](https://letsgozero.org)  
[climateambassadors.org.uk](https://climateambassadors.org.uk)

[sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk)  
[educationnaturepark.org.uk](https://educationnaturepark.org.uk)



# 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                                                                                                                                                                                                                                                                                                                                                              |               |                           |                                                                                                      |          |
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| 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>                                                                                                                                                                                                                                      |               |                           |                                                                                                      |          |
| <b>Conduct a climate resilience audit</b><br>a) Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc.<br><br>B) <a href="#">The Climate Ready School Grounds survey</a> from <a href="#">Learning Through Landscapes</a> covers all weather conditions and involves students' opinions of their grounds. | Spring        | Karl Judge<br>Becky Moore | Grounds check – part A                                                                               |          |
| <b>Build sheltered areas on playgrounds for heat resilience</b><br>Use awnings/shading measures to provide adequate shelter for students on hot days. See Let's Go Guide on cooling our school.                                                                                                                                                                                        | Spring/Summer | Lisa Bowler<br>Karl Judge | New playground Risk Assessment<br>Not purchased but will be using the sports day gazebos for shelter |          |

| Water                                                                                                                                                                                      |           |                                 |                                                                             |          |
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| Action                                                                                                                                                                                     | Timeframe | Who                             | 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>                                          |           |                                 |                                                                             |          |
| <b>Install water butts to harvest rainwater</b><br>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water. | Summer    | Paula Stevenson<br>Di McCormack | Purchase and install water butts on Forest School site<br><br>Homework Club |          |

## 2. Biodiversity

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

| Nature                                                                                                                                                                                                                                                                                                                                                                                                                               |             |                                    |                                                                                                                                               |          |
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| 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>                                                                                                                                                                                                                                                                                    |             |                                    |                                                                                                                                               |          |
| <b>Take part in <a href="#">The Nature Park</a></b><br><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. | Summer Term | Paula Stevenson                    | Summer Term<br>Habitats theme in science and through Forest School<br><br>Paula Stevenson mapping the school grounds with Forest School Group |          |
| <b>Establish a gardening/nature club</b><br>Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.<br><a href="#">Let's Go Guide</a>                                                                                                | Summer Term | Sarah Nicholson<br>Paula Stevenson | Summer Term Homework club – Nature focus                                                                                                      |          |
| <b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b><br>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. <a href="#">Let's Go Guide</a>        | Summer Term | Sarah Nicholson<br>Paula Stevenson | Spring and Summer Term Homework club – Nature focus in Homework Books                                                                         |          |

## 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                                                                                                                                                                                                                                                                                                                                              |             |                           |                                                                                                                                                         |          |
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| Action                                                                                                                                                                                                                                                                                                                                               | Timeframe   | Who                       | 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>                                                                                                                                                                                                    |             |                           |                                                                                                                                                         |          |
| <b>Appoint a sustainability lead with sufficient PPA and support</b><br>Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a> . Provide the sustainability lead with sufficient PPA/TLR to fulfil this role.                                                           | Autumn Term | Lisa Bowler<br>Karl Judge | Lisa Bowler is appointed Sustainability Lead                                                                                                            |          |
| <b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b><br>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. <a href="#">Let's Go Guide</a>                                          | Summer Term | Jessica Morley            | Yr 6 taking responsibility and engaged in a plastic count                                                                                               |          |
| <b>Set up a sustainability working group</b><br>Assemble a Sustainability Working Group featuring different stakeholders, including PTA or parent representatives, 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. | Summer Term | Lisa Bowler<br>Karl Judge | Discussed within school council who will be taking on sustainability projects within the meetings and network to the class councils throughout the year |          |
| <b>Add sustainability plans, projects and successes to your school website and share through wider communications</b><br>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.                                                   | Summer Term | Lisa Bowler<br>Karl Judge | Environment prize to be awarded in Summer Term<br>Website updated with Sustainability and the Climate Action Plan                                       |          |

## 4. Decarbonisation

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

| Energy – Behaviour Change                                                                                                                                                                                                                                                                                                                                                                             |             |                            |       |          |
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| 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>                                                                                                                                                                                                                                                     |             |                            |       |          |
| <b>Implement a power down strategy for electrical devices and appliances</b><br><br>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need. | Summer Term | Dave Randall<br>Karl Judge |       |          |

| Energy – Buildings & Infrastructure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |                            |       |          |
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| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timeframe   | Stakeholders               | Notes | Progress |
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| <b>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b><br><br>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> . | Summer Term | Becky Moore<br>Lisa Bowler |       |          |

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| <b>Install LED lighting</b><br>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 <a href="#">reduce energy consumption from lighting by over 84%</a> .                                                                                                                                                                                                                            | Summer Term | Becky Moore<br>Lisa Bowler |  |  |
| <b>Install a smart meter</b><br>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> .                                                                                                                                                                                         | Summer Term | Becky Moore<br>Lisa Bowler |  |  |
| <b>Investigate the potential for solar panels</b><br>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> . | Summer Term | Becky Moore<br>Lisa Bowler |  |  |

| Food                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |            |       |          |
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| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Timeframe   | Who        | 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>                                                                                                                                                                                                                                                                                                                                                                                                   |             |            |       |          |
| <b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b><br>Get your students involved in daily weigh-ins of <a href="#">food waste</a> 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. | Autumn Term | Karl Judge |       |          |

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| <b>Start or improve composting and food waste facilities on-site</b><br>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. <a href="#">Schools Waste Action Club and Compost 'Check up'</a> | Summer Term | Karl Judge<br>Becky Moore |  |  |
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## Transport

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Timeframe   | Who         | Notes                                                                                                            | Progress |
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| <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>Run active travel campaigns</b><br>Participate in the three annual Active Travel Weeks: <a href="#">Living Streets</a> , <a href="#">Sustrans Big Walk and Wheel</a> and <a href="#">Cycle to School Week</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 & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these. | Termly      | Lisa Bowler |                                                                                                                  |          |
| <b>Provide cycle proficiency lessons in school</b><br>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) e.g. <a href="#">Notts CC child cycle training</a>                                                                                                                                                                   | Autumn Term | Becky Moore | <ul style="list-style-type: none"> <li>- Bikeability</li> <li>- New Playground – scooters/bikes</li> </ul>       |          |
| <b>Consult staff on alternative ways of commuting</b><br>Ask staff how you can best support them to reduce their commuting emissions. Explore including salary sacrifice schemes (such as cycle-to-work schemes, purchasing of EVs or season tickets for public transport) or car-pooling options e.g. <a href="#">Liftshare</a> .                                                                                                                                                                  | Ongoing     | Karl Judge  | <ul style="list-style-type: none"> <li>- Car share on inset day</li> <li>- Daily car share</li> <li>-</li> </ul> |          |

| Procurement                                                                                                                                                                                                                                                                                                                                                                                |           |              |                               |          |
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| 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>                                                                                                                                                                                                                                          |           |              |                               |          |
| <b>★ Develop your uniform exchange and extend existing reuse practices.</b><br><br>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! | Termly    | Di McCormack | Recycle old uniform each term |          |
| <b>Reduce branding on uniform and other school items</b><br><br>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.                                                                                                                                                  | Ongoing   | Lisa Bowler  | Branding/logo not statutory   |          |
| <b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b><br><br>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.                                            | Ongoing   | Becky Moore  |                               |          |

| Waste                                                                                                                                             |           |              |       |          |
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| Action                                                                                                                                            | Timeframe | Stakeholders | Notes | Progress |
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| <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> or <a href="#">Plastic Clever School</a> using their free resources.</p> | Summer Term | Jessica Morley | Look at the curriculum for opportunities to run these campaigns |  |
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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](https://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](https://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](https://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](https://letsgozero.org)