

Climate Action Plan

Litherland Moss Primary School

1 year plan Spring 2026 – 2027



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Your school's carbon baseline: TBC t CO₂e Calculation: Month Year



Place =



| Progress Key |
|--------------|
| Not Started |
| In Progress |
| Stalled |
| Complete |

| Climate Action Plan history |
|-----------------------------|
| Last reviewed: 24/4/26 |

★ = high carbon reduction actions

Overall projected carbon savings: 14.4%

| GET STARTED | | | | |
|--|---|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Sign up to the Let's Go Zero campaign</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>Start: Review:</p> | | | |
| <p>Calculate your school's carbon footprint using Count Your Carbon</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> | <p>Start: Review:</p> | | | |
| <p>Add sustainability plans, projects and successes to your school website and share through wider communications</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>Start: Review:</p> | | | |
| <p>Set up a sustainability working group</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>Start: Review:</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 |
| <p>★ Install solar panels</p> <p>You should get three quotes to compare your options from different companies and the financial models available (direct purchase, lease, community energy) before deciding on the best for you. Providers we suggest checking with: Solar for Schools & Eden Sustainable.</p> | <p>Start: Review:</p> | | | <p>Complete</p> |

| ENERGY – BEHAVIOURAL CHANGE | | | | |
|--|---|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <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: Review:</p> | | | |
| <p>Monitor energy use on a regular basis</p> <p>Use the EO Portal 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.</p> | <p>Start: Review:</p> | | | |

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| <p>Implement a power down strategy for energy-intensive appliances over holidays</p> <p>Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.</p> | <p>Start: Review:</p> | | | |
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| FOOD | | | | |
|--|---|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Arrange a menu consultation through an external organisation e.g. ProVeg</p> <p>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 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.</p> | <p>Start: Review:</p> | | | |
| <p>Have separate food waste bins in all areas where food is prepared or consumed and collections in place</p> <p>New waste regulations require all schools to separate food waste from general waste. Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills. Organise food waste caddies for all appropriate spaces.</p> | <p>Start: Review:</p> | | | |

| WASTE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>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.</p> | <p>Start: Review:</p> | | | |
| <p>Take part in additional recycling schemes</p> <p>Take part in additional recycling schemes for items that cannot be recycled in regular waste collections. Some schemes can even generate income or green points. For example; Empties Please (ink cartridges); Recycle to Read:(toys, batteries and textiles); Bag2School and Little Recyclers (textiles); Eddings (pens).</p> | <p>Start: Review:</p> | | | |

| PROCUREMENT | | | | |
|---|---|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <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: Review:</p> | | | |

| TRANSPORT | | | | |
|--|--|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). 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.</p> | <p>Start:</p> <p>Review:</p> | | | |
| <p>Carry out road safety audit and provide lessons for pupils</p> <p>Assess current road safety by looking at crossings, levels of traffic, speed zones, parking and cycle paths. Use this to inform your road safety actions going forward and educate students about how to use the roads safely.</p> <p>Carpark monitors or road safety monitors could track flow of people and cars through carpark to look at how pollution and congestion might be eased.</p> | <p>Start:</p> <p>Review:</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

| WATER | | | | |
|--------|-----------|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |

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| <p>Share cost and water saving from grey water harvesting with community</p> <p>Utilise your existing systems to celebrate the brilliant ways that it has supported students learning by saving the school money.</p> | <p>Start: Review:</p> | | | |
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3. Biodiversity and Green Infrastructure

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

| NATURE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Take part in The Nature Park</p> <p>The Nature Park 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>Start: Review:</p> | | | |
| <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: Review:</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 |
| <p>Sign up to Sustainability Support for Education</p> <p>A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.</p> | <p>Start: Review:</p> | | | |

| CURRICULUM | | | | |
|---|---|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Complete a curriculum audit</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 Map The Curriculum may be helpful for this.</p> | <p>Start: Review:</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</p> | <p>Start: Review:</p> | | | |

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|---|--|--|--|--|
| Association , Learning Through Landscapes or the National Education Nature Park . | | | | |
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| GREEN SKILLS & CAREERS | | | | |
|--|--|--------------|-------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Access the Climate Ambassadors scheme</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>Start:</p> <p>Review:</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>Start:</p> <p>Review:</p> | | | |

5. Additional GB Energy Solar Partnership Links

| ACTION | TIMEFRAME | STAKEHOLDERS | SIP LINK | NOTES/TRACKER |
|--|--|--------------|----------|---------------|
| Follow best practice as recommended by Blue Marble for IT | <p>Start:</p> <p>Review:</p> | | | |
| Follow best practice as recommended by Blue Marble for Water | <p>Start:</p> <p>Review:</p> | | | |
| Follow guidance and recommendations made on your Heat Decarbonisation Plan | <p>Start:</p> <p>Review:</p> | | | |



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