# Your School's Climate Action Plan

Bredon Hill Academy - 30/10/26

| Your Action | In a bit more detail | Looking for inspiration |
|---|---|---|
| **Run a Switch-off campaign**<br>Pathway: Community | Saving energy saves money and reduces the school's carbon footprint. Co-benefits: pupils find they can make a real difference through the campaign and it reduces the need for energy production.<br><br>Running a Switch-off campaign needs a whole school push to turn off electrical items when they are not in use or not needed. Challenging assumptions about what is deemed necessary can be important. Do all the lights need to be switched on in a room? Does the projector need to be on all lesson?<br><br>**1) Find out** who keeps a check on the school's energy use.<br><br>**2) Use their data**, or data collected in an energy audit, to find out where most energy is used as this is a good place to save it.<br><br>**3) Get staff and pupils** on board by promoting the Switch off.<br><br>**4) Ask the Eco team** to monitor what energy is being used across the school during the Switch off.<br><br>**5) Ask the pupils** to report back to the whole school on the results. | Eco Schools run Switch-off Fortnight every Autumn term and if you join The Pod you can access lots of support materials.<br><br>**This action supports the key area of "our homes workplaces and public buildings" which is part of the GMCA's 5 year environment plan.** |
| **Students to learn from and be inspired by climate innovators from around the world**<br>Pathway: Curriculum | It is key for students to see and understand they are not alone in caring for nature and the environment to encourage and inspire them to take action.<br><br>**Co-benefits**<br><br>Young people will learn about actions people are taking around the world to tackle the climate crisis. | Share and discuss the case studies, videos and stories from around the world of those who have won the Ashen Climate award. |

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| **Do a school energy audit and prioritise the top three actions**<br>£££<br>Pathway: Culture | Understanding the school's energy usage is an important step in identifying ways to save energy which will in turn reduce the school's carbon footprint.<br><br>An energy audit is a survey of the school's buildings and is the first step in identifying opportunities to reduce energy use and lower the school's carbon footprint. Do an audit and decide on three actions school needs to take to reduce energy use.<br><br>**1) Work with pupils** to do an energy audit. School users will understand school energy from experience, such as cold and hot spots and provide behavioural knowledge.<br><br>**2) Employ a professional consultant** to advise on energy efficiency and renewables. Look for a CIBSE accredited low carbon consultant.<br><br>**3) Check** if your local authority has an energy manager who could advise. | MEEN has created an energy audit based on 3 different investigations. Check if your local authority has an energy manager as they should be able to advise.<br><br>**This action supports the key area of "our energy supply" which is part of the GMCA's 5 year environment plan.** |
| **Designate a No Mow Zone in the school grounds**<br>£<br>Pathway: Campus | Leaving an area of grass to grow is beneficial for biodiversity.<br><br>Leaving an area of grass to grow wild can simply mean not cutting the grass in the Spring. The grass will grow and wild flowers are likely to appear, but it will need cutting back in late Summer.<br><br>**1) Talk to senior leaders** to contact and discuss the No Mow Plan with the grounds maintenance team.<br><br>**2) Agree a new mowing regime** depending on how you want to manage the area. Wild flowers will grow through the grass but it will not be a wild flower meadow as this needs the grass to be removed and the area seeded.<br><br>**3) Work with the Eco team or classes** to compare the biodiversity before the grass grows and when it is long.<br><br>**Co-benefits:**<br><br>Having wildlife in the grounds can be woven into a richer curriculum. | The No Mow May project advises that grass is not mown during the month of May. If you want to create a wild area go to The Wildlife Trust. If you want information on creating a wild flower meadow go to the RHS.<br><br>**This action supports the key area of "our natural environment" which is part of the GMCA's 5 year environment plan.** |

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| **Create your own sustainable water gardens to grow your own fruit and veg**<br>Pathway: Campus | Over the past few years, the UK has experienced very changeable weather patterns; droughts, floods and really heavy rain for short periods of time, which when combined with fluctuating temperatures have made growing our own food much more difficult.<br><br>**Co-benefits**<br><br>It will increase biodiversity in your school and helps to get students outside. | Explore Anglian Water's Growing for the future pack where your pupils can create their own sustainable water gardens to grow their own fruit and veg. You'll be advised on what to plant and how to create a sustainable garden that needs little water. |
| Completed<br>**Students to take part in a litter survey**<br>Pathway: Community | Litter not only makes our environment look unpleasant, but it impacts the health of thousands of animals every year, as well as reaching and polluting our oceans and rivers.<br><br>**Co-benefits**<br><br>In the process students will be clearing up litter in their local area. | In Marine Conservation Society's Litter in the Environment lesson plan and worksheets, students will experience litter in the environment first-hand by taking part in a litter survey. Results will then be analysed, looking at the sources and properties of litter, considering how it could impact the environment. |
| Completed<br>**Take action against habitat loss by developing habitats in your local area**<br>Pathway: Community | We share the UK with around 88,000 different species of animals, plants and fungi. All playing a key role in balancing our ecosystems. Developing and protecting habitats is essential to preserving biodiversity.<br><br>**Co-benefits**<br><br>Increases biodiversity and gets students out in nature which has a positive impact on wellbeing. | In this lesson provided by Young Citizens, students will learn about the importance of habitats and explore endangered British species and the threats to their habitat.<br><br>Students will be guided through ways in which they can take action against habitat loss by developing the habitats in their local area. |
| Completed<br>**Hold a Fairtrade assembly**<br>Pathway: Curriculum | Present an assembly to help raise awareness and understanding of Fairtrade across the whole school.<br><br>Fairtrade have a range of assemblies to choose from in the assembly section of their teaching resources library or you could make one of your own.<br><br>**Co-benefits**<br><br>The student-led role play assemblies support children to become confident individuals, boost self-esteem and develop empathy. | A Fairtrade message from Lothersdale Primary School in West Yorkshire. |

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| Completed<br>**Receive a free talk or workshop from WaterAid**<br>£<br>Pathway: Curriculum | It is important for students to understand that even in the rainy UK it is important to look after our water. | WaterAid's trained speakers are experts in water, sanitation and hygiene. Speakers can give an online talk or workshop to your group about WaterAid's work to tackle COVID-19, climate change, periods and more! Book a free talk or workshop. |
| Completed<br>**Learn about green careers**<br>£<br>Pathway: Curriculum | Support students in exploring the various different types of careers out there and how all jobs can be green no matter what industry you choose to work in.<br><br>**Co-benefits**<br><br>Students consider how their values can inform their career choices in order to make a difference to their local and global community and how holding and acting upon these values can affect wellbeing. Positive impact on long-term decisions. | The PSHE Association worked in partnership with the Environment Agency to develop their Growing Careers for Positive Change teaching resource for Key Stage 4. It includes 2 lessons and accompanying resources which explore personal values and how these relate to our career choices and the decisions we make about our lives. |
| Completed<br>**Students to learn how to save energy in their day to day life**<br>£££<br>Pathway: Curriculum | When we consume less power, we reduce the amount of greenhouse gases released by factories, conserve the earthâ€™s natural resources and protect ecosystems from destruction. By taking steps to reduce our energy intake, we are contributing to a healthier and happier world.<br><br>**Co-benefits**<br><br>Pre-prepared high quality lesson plan and supporting resources. | Young Citizens provide lesson plans through their subscription. In their Saving Energy lesson, students will learn what is meant by the term energy source. They will consider how they use energy in their lives and be introduced to the basic environmental concerns raised when creating electricity from burning fossil fuels or through nuclear reactions.<br><br>Students will then be shown how they can help the environment through saving energy in their day to day lives. |

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| Completed<br>**Get your students to lead their own environmental project**<br>Pathway: Culture | Empower students to lead a project on an environmental topic they care about. They will then be able to apply their learnings by taking action.<br><br>**Co-benefits**<br><br>Student's develop skills on leading their very own project that will have a positive impact on their local area. | The WildED workshop programme consists of a series of 3 two-hour workshops where Action for Conservation supports young people to take action on environmental issues that are interesting and relevant to them.<br><br>Students will develop an understanding of building environmental knowledge, project management and teamwork.<br><br>**"Action for Conservation has not just inspired our students but has also given them practical ways of acting on their inspiration. Their staff were friendly, engaging and highly effective at communicating the urgency and relevance of environmental conservation"**<br><br>Mr Jones, Brentside High School, Ealing |
| Completed<br>**Run a campaign to stop food waste at lunchtime**<br>Pathway: Culture | Stopping food waste reduces the school's carbon footprint.<br><br>Working with pupils in the Eco team and the school kitchen devise a campaign to prevent food waste. Consider food wasted in the kitchen and food waste that is not eaten.<br><br>**1) Work with kitchen staff and the Eco team** to organise food waste audits including food wasted in preparation, spoilage and from plates. It may be necessary to run the audit several times to identify trends.<br><br>**2)Create an action plan** to share your findings with the whole school and sets targets to reduce food waste for a certain period.<br><br>**3) Organise** how you will promote your campaign.<br><br>**Co-benefits**<br><br>It saves money on food purchasing and waste disposal. | WRAP's report on food waste in schools may be old but is still useful and can be found here.<br><br>Food Savvy have more information of how to reduce food waste in schools here.<br><br>Western Riverside Waste Authority (WRWA) have more information about how to reduce waste and recycle here.<br><br>**This action supports the key area of "our production and consumption of resources" which is part of the GMCA's 5 year environment plan.** |

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| Completed<br>**Reduce non-food waste in the dining room**<br>Pathway: Culture | This can reduce plastic and other waste streams created by the school canteen.<br><br>School canteens can produce lots of non food waste such as throw away plates, cutlery, cups, drink cartons and various types of food wrapping. The simple question is can more sustainable options be found?<br><br>**1) Working with the Eco team** to organise a non-food waste audit with the kitchen.<br><br>**2)Analyse the findings and create an action plan** with the kitchen staff, pupils and the business manager to reduce waste. Consider whether compostable plates can be composted, if a dish washer would be better or if food could be stored better.<br><br>**Co-benefits**<br><br>This could reduce costs and the school's carbon footprint. | By joining Food for Life you can get support materials. Oxfordshire has provided a useful resource to help you think through non-food waste.<br><br>**This action supports the key area of "our production and consumption of resources" which is part of the GMCA's 5 year environment plan.** |
| Completed<br>**Sign Up to the Let's Go Zero Campaign**<br>Pathway: Campus | Call for action from the government to support schools in being zero carbon.<br><br>**Co-benefits**<br><br>Join a movement of schools. The campaign calls for policy change and supports schools to reduce their carbon footprint. | Let's Go Zero is a campaign demanding government backing for zero carbon schools. Every school that signs up is pledging to work towards a more sustainable future, while also urging the government to support this vital mission. |

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| Completed<br>**Take part in RSPB's Wild Challenge**<br>Pathway: Campus | By taking part in RSPB's Wild Challenge Award, your school will increase biodiversity in the school grounds to help insects and wildlife thrive.<br><br>**Co-benefits**<br>Increases biodiversity and gets students out in nature which has a positive impact on wellbeing. | RSPB's Wild Challenge Award, not only provides schools awards for their efforts to increase biodiversity but, provides educators structure to follow which supports enriching curriculum delivery and builds children's lasting emotional connection to nature.<br><br>Coupled with actions to support nature, Wild Challenge Award has an equal number of experiencing nature activities which provide excellent creative stimulus and build time for children to reflect on the awe and wonder of nature. Wild Challenge helps to build children's sense of agency. They develop the passion to make change happen whilst feeling empowered by the impact their actions have on the nature around them. |
| Completed<br>**Do a recycling audit and prioritise three actions**<br>Pathway: Campus | Doing an audit can help a school cut its waste which helps save money.<br><br>Doing a recycling audit helps school find out what is already being recycled: this means you can explore whether more of these materials can be either refused, reused or recycled.<br><br>**1) Work with the Eco team** to find out what is already being recycled in school.<br><br>**2) Do a waste audit.** Are there materials in the bin that could be recycled? Are there materials that could be reused?<br><br>**3) Organise a system** for cutting waste materials and, where you can recycle more.<br><br>**Co-benefits**<br>The school's carbon emissions will be reduced. | Recycle for Greater Manchester's website has information about recycling and sites which schools can visit to learn about where our waste goes. WRAP's website has a lot of background information. MEEN has produced a waste audit resource.<br><br>**This action supports the key area of "our production and consumption of resources" which is part of the GMCA's 5 year environment plan.** |

## Actions you already do

Investigate your school food procurement
Pathway: Curriculum

Help your students to understand the link between industrial meat and deforestation
Pathway: Curriculum

Explore how your local area connects to the ocean and how litter travels from sources on land to the sea
Pathway: Curriculum

Teach students about air pollution through the curriculum
Pathway: Campus

Create a pond or a wetland in the school grounds
Pathway: Campus

Plant trees
Pathway: Campus

Create an outdoor classroom
Pathway: Campus

Support parents to prioritise public transport
Pathway: Community