

### Our school Climate Action Plan (CAP) 2025/26

#### Progress Key

|             |        |
|-------------|--------|
| Not Started | Grey   |
| In progress | Yellow |
| Stalled     | Orange |
| Complete    | Green  |

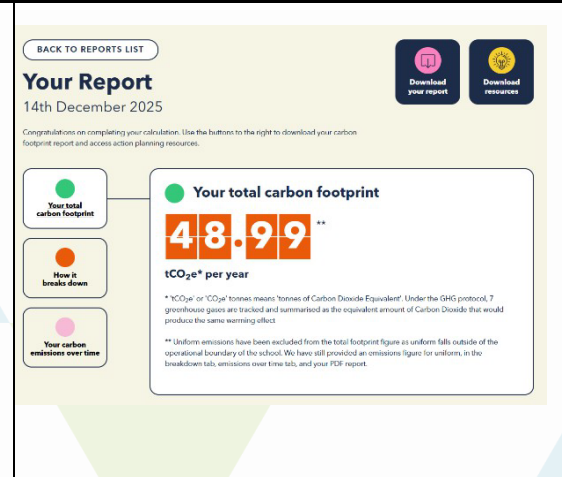
#### Actions/Stakeholder Key

|                               |   |
|-------------------------------|---|
| High Carbon Reduction Actions | ★ |
| Shared Services Team actions  | ★ |

#### Baseline score data

|                                     |          |
|-------------------------------------|----------|
| Our school's carbon baseline score: | 48.99    |
| Calculation date:                   | 14.12.25 |

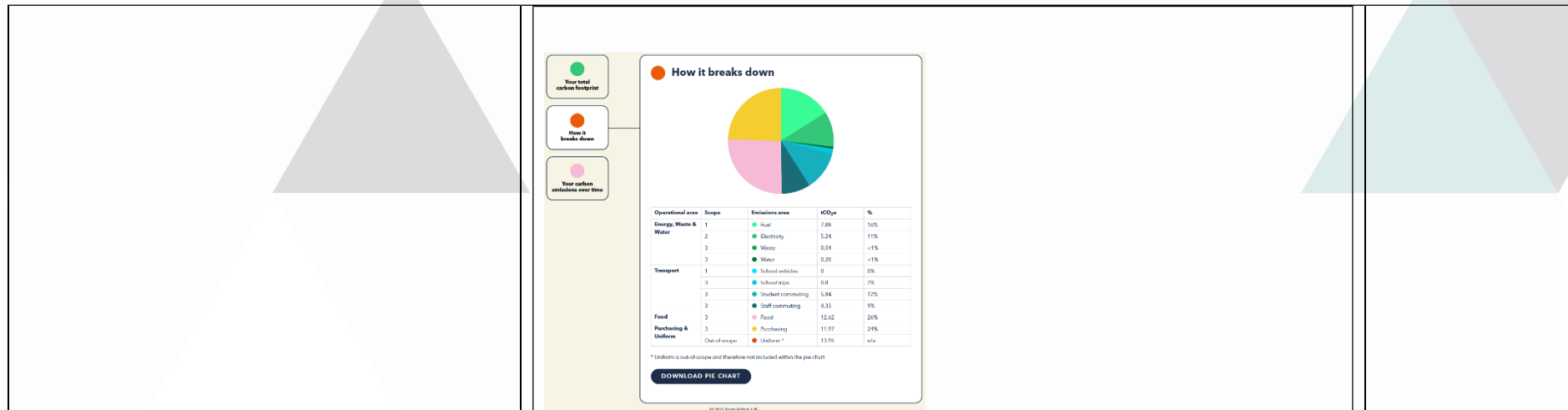
### First Step

| Action   | Notes  | Tracker |
|--|--|---------|
| <p>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></p> <p>This free digital tool will calculate the carbon footprint in our educational setting and gives us a baseline against which to measure progress, year on year.</p> <p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for schools and is a great first step on your decarbonisation journey. Place a 'snip' of your Carbon Footprint Report from the website in the box to the right. Once you have completed this action please send your carbon footprint report to Ben King (<a href="mailto:bking@kernowlearning.co.uk">bking@kernowlearning.co.uk</a>) so that we can use this data to complete the overall Trust's Carbon Calculator.</p> <p>You should also use this data to note your school's carbon baseline score at the top of your CAP.</p> |  <p><b>Your Report</b><br/>14th December 2025</p> <p><b>Your total carbon footprint</b><br/><b>48.99</b> tCO<sub>2</sub>e* per year</p> <p><b>Your carbon emissions over time</b></p> |         |



# Climate Action Plan

## Foxhole Learning Academy



## Get Started

| Action  | Timeframe  | Stakeholders       | Target  | Tracker |
|---|--|--------------------|---|---------|
| <p>Sign up to the <a href="#">Let's Go Zero</a> campaign</p> <p>By joining this campaign, it confirms the school is taking action now to reduce its own carbon impact, and that it demands the UK Government to help all schools to reach this goal by the end of the decade.</p> | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> | <p>Headteacher</p> | <ul style="list-style-type: none"> <li>We will sign up to the Let's Go Zero campaign (Spring 2025)</li> <li>Establish a small Sustainability Working Group which will be led by the Headteacher</li> <li>Share sustainability actions through newsletters and our school website</li> </ul> |         |



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|   |  |             |                           |  |
|---|--|-------------|---------------------------|--|
| <p>Set up a Sustainability working group</p> <p>The Working Group will consist of different stakeholders across the school to collaborate and effect change. One person within the group will be the 'Sustainability Lead' so that they have overall sight and will represent the school at the Trust wide Sustainability Networking Group.</p> | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> | Headteacher | (NEEDS FILLING IN PLEASE) |  |
| <p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate the school's climate action on the website, in newsletters, social media, local press, and events to showcase successes and involve the wider community.</p>   | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> | Headteacher | (NEEDS FILLING IN PLEASE) |  |

NB. Carbon Neutral Cornwall have a [Schools Net Zero Tool Box](#) with lots of local resources signposted

### 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>Smart meter Information</p> <p>Use the school's smart meter to track consumption, and sign up to Energy Sparks to analyse the school's energy consumption.</p> | <p>Start:<br/>Spring 2026</p> <p>Review:</p> | Sustainability Working Group | (NEEDS FILLING IN PLEASE) |         |



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|  | Spring 2027  |   |   |         |
|--|--|---|---|---------|
| <p>★ Optimising BMS settings</p> <p>The Estates team will be checking the classroom temperatures are set to 18°C / 19 °C and the hot water tap temperatures are no higher than 43°C (stored at 60°C).</p>  | <p>Start:</p> <p>Review:</p>                         | <p>★</p> <p>Estates Team</p>  | (NEEDS FILLING IN PLEASE)   |         |
| ENERGY – BEHAVIOURAL CHANGE  |  |   |   |         |
| Action   | Timeframe  | Stakeholders  | Notes   | Tracker |
| <p>Incentivise pupils to address energy usage</p> <p>Proactively engage and empower pupils to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make the school more sustainable.</p> <p>Incentivise engagement opportunities will be through inter-class competitions and/or eco awards and by electing school energy champions.</p> <p>LASER ENERGY and SCHOOL ENERGY ACTION HUB have free energy-saving resources.</p> <p>Energy Sparks also have some good ideas and examples</p> | <p>Start: Summer 2026</p> <p>Review: Spring 2027</p> | <p>Sustainability Working Group</p> <p>Whole school improvement</p> | <p>We will focus on behavioural change and Trust-led estates actions, including smart meter use and energy-saving classroom routines.</p> |         |



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|  |  |  |                                  |  |
|--|--|--|----------------------------------|--|
| <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.</p>   | <p>Start:<br/>Summer<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Whole School</p>                            | <p>(NEEDS FILLING IN PLEASE)</p> |  |
| <p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use Energy Sparks for energy monitoring to visualise and understand energy usage.</p> <p>Pupils can use the dashboard to monitor and understand energy usage, invoices and savings. Use the dashboard to assess the baseload and look for patterns in day-to-day energy consumptions so targets can be set to make savings wherever possible.</p> <p>Implement or review existing 'power down strategy' for electrical devices and appliances.</p> <p>Ensure that computers, projectors, smart boards, scanners and printers are turned off overnight.</p> <p>Energy Sparks have some editable checklists you can use to create end of day/week/term checklists for classrooms and other areas within your school.</p> | <p>Start:<br/>Summer<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Pupils and Sustainability Working Group</p> | <p>(NEEDS FILLING IN PLEASE)</p> |  |



# Climate Action Plan

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| FOOD  |  |  |   |         |
|---|--|--|---|---------|
| Action  | Timeframe  | Stakeholders   | Notes   | Tracker |
| <p>Review food waste - Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>Ask pupils to get involved in daily weigh-ins of food waste as part of eco-club activities to enhance their understanding of the scale of food wastage.</p> <p>Eco-Club &amp; Working Group to feed their findings back to the whole school so that where waste is high menu adaptations can be made to reduce food waste.</p> | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Central Team<br/>– Senior<br/>Business<br/>Services<br/>Officer</p> | <p>Promote reduced food waste, encourage uniform reuse, ensure recycling compliance, and consider energy efficiency when replacing appliances.</p> <p><b>(HOW WILL THIS BE DONE?)</b></p> |         |
| PROCUREMENT   |  |  |   |         |
| Action  | Timeframe  | Stakeholders   | Notes   | Tracker |
| <p>★ Develop or review School Uniform Exchange</p> <p>Eco-club &amp; Sustainable Working Group to evaluate uniform exchange to track how many items are being re-used and set a target and take steps to increase its uptake.</p> <p>(Try using the Giki comparisons website: Giki Comparisons – Second Hand Clothes Carbon Calculator to work out carbon savings to share with the rest of the school.)</p>  | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Headteacher</p>   | <p><b>(NEEDS FILLING IN PLEASE)</b></p>   |         |
| <p>Purchase energy efficiency white goods.</p> <p>When purchasing any white goods ie Fridges or Kettles ensure that the cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity.</p>   | <p>Start:<br/>Summer<br/>2026</p> <p>Review:<br/>Summer<br/>2027</p> | <p>Central<br/>estates team</p>  | <p><b>(NEEDS FILLING IN PLEASE)</b></p>   |         |



# Climate Action Plan

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| WASTE  |  |  |                                  |         |
|--|--|--|----------------------------------|---------|
| Action   | Timeframe  | Stakeholders                                   | Notes                            | Tracker |
| <p>Carry out a bin review to ensure mandatory recycling requirements are being met</p> <p>Ensure that dry recycling is being separated from food waste.</p>  | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Estates Team</p>                            | <p>(NEEDS FILLING IN PLEASE)</p> |         |
| <p>Eco-team and Sustainability Working Group to be proactive in promoting the importance of reducing, reusing and recycling correctly.</p> <p>Promote the importance of reducing, reusing and recycling correctly through assemblies and different workshops. Engage with local waste contractor to be involved. Pupils will then have a better understanding of the importance of reducing single-use and supporting a circular economy.</p> <p>Cornwall energy recovery centre at St Austell offer free visits for schools.</p> <p>Wastebuster and Recycle Now have a variety of curriculum-linked resources.</p> <p>Devon CC also have a very helpful 'recycle zone' website with free to access resources for schools around the country.</p> <p>WRAP also have resources for school waste audits.</p> | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>Pupils and Sustainability Working Group</p> | <p>(NEEDS FILLING IN PLEASE)</p> |         |



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| <p>Set goals to become a 'Plastic Free School'</p> <p>Take school-wide action to reduce waste. Run an initiative or engage with a local or national campaign such as Plastic Free Schools with Surfers Against Sewage and use their free resources.</p> <p>The Beach Guardian offers free assemblies and workshops.</p> <p>Surfers Against Sewage have a number of resources.</p> <p>Final straw run regular beach cleans.</p> <p>Plastic Clever School have some resources to support you to reduce single use plastic.</p> | <p>Start:<br/>Summer 2026</p> <p>Review:<br/>Summer 2027</p> | <p>Sustainability Working Group</p> | <p>(NEEDS FILLING IN PLEASE)</p>   |         |
|--|--|-------------------------------------|--|---------|
| <p>Follow the Trust's procedures for disposing of unwanted supplies and equipment.</p> <p>Before hiring skips liaise with the Estates Team to ensure that the equipment can't be reused within the Trust or disposed of/ reused by other local schools, nurseries or community groups in your area to generate potential income.</p>   | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> | <p>Headteacher and estates team</p> | <p>(NEEDS FILLING IN PLEASE)</p>   |         |
| TRANSPORT  |  |                                     |  |         |
| Action   | Timeframe  | Stakeholders                        | Notes  | Tracker |
| <p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns such as Sustrans' Big Walk and Wheel or Living Streets' Wow Campaign.</p> <p>These events will help the school to make a permanent shift to sustainable travel by pupils who live within the local area and have access to a safe route to school.</p> <p>Review the possibility of establishing a Park and Stride or Walking Bus initiative. Ask Parents to support these.</p>  | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> |                                     | <p>We will encourage an awareness of active travel while recognising the rural nature of the school community.</p> <p><b>HOW WILL YOU DO THIS?</b></p> |         |



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|   |                              |  |                                  |  |
|---|------------------------------|--|----------------------------------|--|
| <p><b>Develop an active travel plan</b></p> <p>Create / review the school travel plan to ensure that it supports cycling, walking and other forms of sustainable travel.</p> <p>Cornwall Council and Sustrans have created a guide to implement your school travel plan</p> <p>Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards. If you are creating a new travel plan, Hawkesbury School have an active travel page on their website which has an active travel map and additional information which you might find useful. This was developed with Modeshift STARS.</p> | <p>Start:</p> <p>Review:</p> |  | <p>(NEEDS FILLING IN PLEASE)</p> |  |
|---|------------------------------|--|----------------------------------|--|

### 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 |
|                           |           |              |       |         |



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|  |  |                           |                                  |  |
|--|--|---------------------------|----------------------------------|--|
| <p>Conduct a climate resilience audit</p> <p>Estates Team to conduct a climate resilience audit of the school site, e.g. check all windows and blinds open and close, guttering, planting etc.</p> <p><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>Start:</p> <p>Review:</p>                                 | <p>★<br/>Estates Team</p> | <p>(NEEDS FILLING IN PLEASE)</p> |  |
| <p>School to develop a Heat Wave plan for operating in extremely hot periods</p>   | <p>Start:<br/>Summer 2026</p> <p>Review:<br/>Summer 2027</p> |                           | <p>(NEEDS FILLING IN PLEASE)</p> |  |



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| WATER  |  |                               |                           |         |
|--|--|-------------------------------|---------------------------|---------|
| Action   | Timeframe  | Stakeholders                  | Notes                     | Tracker |
| <p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with South West Water who offer free resources, workshops etc</p>  | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> |                               | (NEEDS FILLING IN PLEASE) |         |
| <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:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | <p>★<br/>Estates<br/>Team</p> | (NEEDS FILLING IN PLEASE) |         |



### 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 |
| <p>Embed nature-based learning into the curriculum to improve the school site for people and wildlife.</p> <p>Register to take part in The Nature Park Programme. The Nature Park programme supports schools to embed nature-based learning into the curriculum and encourage pupils to take action to improve their site for people and wildlife. The programme gives guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.</p> <p>The Education Nature Park have 2 SW reps who can help you navigate the website and resources and provide additional support and ideas.</p> <p>The contact email is:<br/>southwestnaturepark@rhs.org.uk</p> | <p>Start:</p> <p>Review:</p> |              | (NEEDS FILLING IN PLEASE) |         |
| <p>Establish a gardening/nature club</p> <p>Set up a gardening and/or nature club for pupils 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.</p>  | <p>Start:</p> <p>Review:</p> | SLT          | (NEEDS FILLING IN PLEASE) |         |



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|   |  |                             |  |  |
|---|--|-----------------------------|--|--|
| <p>Increase biodiversity to support local wildlife e.g. add plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Make use of your wider community for support and resources.</p> <p>Cornwall Climate and Nature Fund has grants to match fund up to £5K</p> <p>The Eden Project also has a variety of lesson plans available on their website.</p> | <p>Start:<br/>Summer 2026</p> <p>Review:<br/>Summer 2026</p> | <p>SLT and Estates Team</p> | <p>We will embed sustainability within the existing curriculum and provide opportunities for pupils to take responsibility through existing leadership structures.</p> |  |
| <p>Discuss with the Estates Team to create accessible outdoor spaces that enable students to connect with nature</p> <p>Identify areas in the school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</p>  | <p>Start:<br/>Spring 2026</p> <p>Review:<br/>Spring 2027</p> | <p>SLT and Estates Team</p> | <p>We will review how children access the outside space to ensure that all of our pupils have access to nature.</p>  |  |



### 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

| NATURE   |  |              |                           |         |
|--|--|--------------|---------------------------|---------|
| Action   | Timeframe  | Stakeholders | Notes                     | Tracker |
| <p>Set up an Eco Club/Team or Eco Council for pupils to lead on sustainability initiatives.</p> <p>Establish a pupil Eco-team 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:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | Headteacher  | (NEEDS FILLING IN PLEASE) |         |
| <p>Set up a sustainability award for pupils, classes or year groups</p> <p>Create an Eco Award as part of the Eco Team's work, either as an end of year celebration or a termly award e.g. this can be an initiative chosen by the Sustainability Working Party each year ie for the class or year group who do the most recycling/turn off lights and screens most consistently or being proactive in problem solving climate environment issues.</p> | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | Headteacher  | (NEEDS FILLING IN PLEASE) |         |
| <p>Arrange for staff to have opportunities to attend sustainability networks and webinar events.</p> <p>Sustainability lead to be part of the Trust's sustainability group so that they are able to share information and encourage and support their colleagues.</p> <p>As well as support within the Trust sign-up to Let's Go Zero Webinar for further advice and support.</p>  | <p>Start:<br/>Summer<br/>2026</p> <p>Review:<br/>Summer<br/>2027</p> | Estates Team | (NEEDS FILLING IN PLEASE) |         |



# Climate Action Plan

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| CURRICULUM   |  |                    |  |         |
|--|--|--------------------|--|---------|
| Action   | Timeframe  | Stakeholders       | Notes  | Tracker |
| <p>Complete a curriculum audit</p> <p>Undertake a curriculum audit to review &amp; highlight where sustainability currently features within the curriculum and identify any gaps.</p>  | <p>Start:<br/>Summer 2026</p> <p>Review:<br/>Summer 2027</p> | <p>Headteacher</p> | <p>(NEEDS FILLING IN PLEASE)</p>   |         |
| <p>Amend your curriculum to incorporate sustainability</p> <p>Adapt the existing curriculum so that it includes stronger links to climate change and sustainability.</p> <p>Sustainability Leads will share and highlight how they have adapted their curriculum at networking group meetings.</p> | <p>Start:<br/>Autumn 2026</p> <p>Review:<br/>Autumn 2027</p> | <p>Headteacher</p> | <p>We will amend our curriculum to ensure that sustainability is embedded throughout, so that there are stronger links between CC and sustainability.</p> <p>Embed sustainability within the existing curriculum and provide opportunities for pupils to take responsibility through existing leadership structures.</p> |         |



# Climate Action Plan

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| GREEN SKILLS AND CAREERS   |  |              |   |         |
|--|--|--------------|---|---------|
| Action   | Timeframe  | Stakeholders | Notes   | Tracker |
| <p>Access the Climate Ambassadors Scheme</p> <p>Connect with Climate Ambassadors and invite them to do school assemblies on green skills and curriculum linked topics</p> <p>There are resources available for primary aged pupils so that they understand what 'Green Jobs' are.</p>  | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | Headteacher  | (NEEDS FILLING IN PLEASE)   |         |
| <p>Invite inspirational 'green speakers' to speak to pupils about jobs and opportunities</p> <p>Invite inspirational green speakers to inspire children</p>  | <p>Start:<br/>Summer<br/>2026</p> <p>Review:<br/>Summer<br/>2027</p> | Headteacher  | (NEEDS FILLING IN PLEASE)   |         |
| <p>Provide opportunities for pupils and the Sustainability working Group to take a lead on sustainability</p> <p>The Eco working party to take the lead on sustainability projects, ie gardening, growing seasonal fruit and veg, tree planting, bug hotels, beach cleans, wildlife surveys, energy reviews, carbon footprint, waste and productivity reviews etc.</p> | <p>Start:<br/>Spring<br/>2026</p> <p>Review:<br/>Spring<br/>2027</p> | Headteacher  | <p><b>Biodiversity and Outdoor Learning</b></p> <p>Use the rural setting and school grounds to support outdoor learning, biodiversity awareness and pupil wellbeing.</p> <p>WAC Lead to work on greenhouse with WAC pupils.</p> <p>Working party to consider initial steps towards establishing hens on site.</p> |         |

