

Climate Action Plan Constantine Primary School

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:	118.52
Calculation date:	19/12/2025

First Step

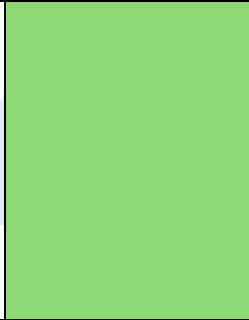

Action	Notes	Tracker
<p>Calculate your school's carbon footprint using Count Your Carbon</p> <p>This free digital tool will calculate the carbon footprint in our educational setting and gives us a baseline against which to measure progress, year on year.</p>	<p> Your total carbon footprint</p> <p>118.52 **</p> <p>tCO₂e* per year</p>	

Get Started

Action	Timeframe	Stakeholders	Notes	Tracker
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<p>Sign up to the Let's Go Zero 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: December 2025</p> <p>Review: July 2026</p>	<p>Hannah Bennett</p>	<p>Signed up to the 'Let's Go Zero' campaign on 19/12/25</p> <p>Regular newsletter to be received and circulated.</p>	
<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: December 2025</p> <p>Review: June 2026</p>	<p>Hannah Bennett/Kat Weller</p>	<p>A Sustainability Working Group, comprising senior leaders, staff, pupils, and, where possible, governors, will convene on a termly basis to review progress against the Climate Action Plan, coordinate initiatives, and ensure that pupil voice meaningfully informs decision-making.</p> <p>The Sustainability Lead will oversee and coordinate this work, liaise with Trust-wide networks, and ensure that actions are realistic, inclusive, and fully embedded across all aspects of school life.</p>	



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<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: January 2026</p> <p>Review: July 2026</p>	<p>Whole School</p>	<p>Sustainability plans, projects and successes will be shared regularly through the school website, newsletters and wider communications to celebrate progress and inspire the school community.</p>	
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NB. Carbon Neutral Cornwall have a [Schools Net Zero Tool Box](#) with lots of local resources signposted

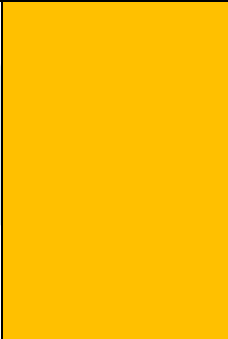
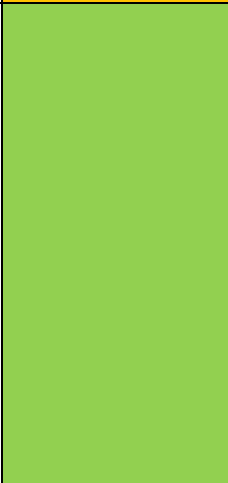
Decarbonisation and Energy Efficiency

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: December 2025</p> <p>Review: April 2026</p>	<p>Sustainability Working Group</p>	<p>We will sign up to the 'Energy Sparks' and review the data with the Estates Team</p>	
<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>★ Estates Team</p>	<p>Details to be confirmed</p>	
ENERGY – BEHAVIOURAL CHANGE				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</p>				



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<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>Start: December 2025</p> <p>Review: July 2026</p>	<p>Sustainability Working Group</p> <p>Whole school improvement</p>	<p>Pupils will be encouraged to take a leading role in reducing energy consumption by promoting energy-efficient behaviours throughout the school. Engagement will be fostered through inter-class competitions, eco awards, and the appointment of pupil Energy Champions, supported by complimentary resources from LASER Energy, the School Energy Action Hub, and Energy Sparks.</p>	
<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: November 2026</p> <p>Review: December 2026</p>	<p>Whole School</p>	<p>The school will promote the Switch off Fortnight to be run during the period November 10th – November 23rd 2026 ; further promotion will take place on the school social media platforms.</p> <p>Switch Off Fortnight 2026 - Teacher Guidance - Twinkl</p>	



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<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 and Sustainability Working Group</p>	<p>Energy consumption will be monitored regularly using Energy Sparks, enabling clear visualisation and a deeper understanding of the school's energy use. Pupils, supported by staff, will utilise the Energy Sparks dashboard to analyse energy usage data, invoices, and savings. This will help them identify patterns, understand baseload energy consumption, and establish realistic reduction targets. The school will implement a comprehensive power-down strategy to ensure that electrical devices and appliances are switched off when not in use. This will include turning off computers, projectors, smart boards, scanners, and printers overnight. Editable checklists provided by Energy Sparks will be adapted to support end-of-day, weekly, and termly routines in classrooms and communal areas, promoting the consistent adoption of energy-saving practices across the school.</p>	
FOOD				
<p>Action</p>	<p>Timeframe</p>	<p>Stakeholders</p>	<p>Notes</p>	<p>Tracker</p>
<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>Start: January 2026</p> <p>Review: July 2026</p>	<p>Whole School/Chartwells</p>	<p>In collaboration with our meal providers food waste will be reviewed by regular weighing of kitchen and plate waste.</p>	



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<p>Eco-Club & 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>				
PROCUREMENT				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>★ Develop or review School Uniform Exchange</p> <p>Eco-club & 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>Start: December 2025</p> <p>Review: July 2025</p>	<p>FoCS /Parents</p>	<p>The school will encourage the reuse of uniforms to minimise waste and lessen the environmental impact associated with new clothing. Throughout the year, regular appeals for pre-loved uniform donations will be issued, inviting families to contribute items that are no longer required. Parents and carers will also be reminded to assess existing uniforms at home and make use of items already owned, fostering a culture of sustainability while helping to reduce costs for families.</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: Dec 2025</p> <p>Review: July 2026</p>	<p>SLT and Admin</p>	<p>All electrical equipment and appliances used within the school will undergo regular efficiency reviews to ensure they are energy-efficient and cost-effective. A comparison of energy ratings and consumption will be carried out before the purchase of new items, prioritising devices that use less energy and have lower environmental impact. This process will help reduce the school's overall energy consumption, lower carbon emissions, and ensure that sustainability is embedded in procurement decisions. Where possible, older, less efficient equipment will be replaced with high-efficiency alternatives,</p>	

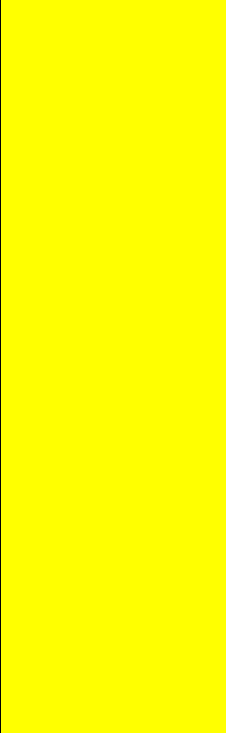
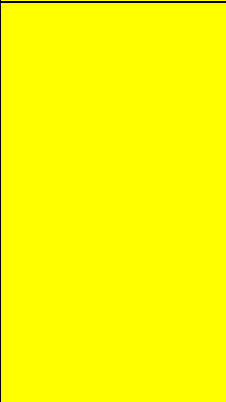


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			and staff will be encouraged to use devices responsibly to maximise energy savings.	
WASTE				
Action	Timeframe	Stakeholders	Notes	Tracker
<p>Carry out a bin review to ensure mandatory recycling requirements are being met</p> <p>Ensure that dry recycling is being separated from food waste.</p>	<p>Start:September 2025</p> <p>Review:July 2026</p>	<p>Mitie and Site team</p>	<p>We will review our waste to ensure we are recycling correctly</p>	



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<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>Start: January 2026</p> <p>Review: July 2026</p>	<p>Pupils and Sustainability Working Group</p>	<p>The School Council, working in partnership with the Sustainability Working Group, will play a proactive role in promoting sustainable practices throughout the school. They will lead initiatives aimed at raising awareness of the importance of reducing waste, reusing materials, and recycling correctly. This will involve organising campaigns, workshops, and events that engage pupils, staff, and the wider school community. By championing these behaviours, both groups will help to embed a culture of sustainability, encourage responsible consumption, and support the broader objectives of the school's Climate Action Plan. Pupils' feedback and ideas will be regularly sought to ensure initiatives remain relevant, engaging, and effective.</p>	
<p>Set goals to become a 'Plastic Free</p>	<p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Sustainability Working Group/School council</p>	<p>To achieve 'Plastic Free School' status, the school will gradually eliminate single-use plastics through audits, the adoption of sustainable alternatives, and adjustments to procurement practices. Pupils, staff, and parents will be actively involved through campaigns, workshops, and pupil-led initiatives coordinated by the School Council. Progress will be regularly monitored, celebrated, and reviewed to ensure the establishment of enduring sustainable practices.</p>	



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<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: Sept 2025</p> <p>Review: Sept 2026</p>	<p>SLT</p>	<p>The school already follows Trust procedures for disposing of unwanted supplies and equipment and will continue to do so</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>Start: Sept 25</p> <p>Review: Sept 26</p>	<p>All</p>	<p>School to take part in Sustrans active travel campaigns, encouraging pupils and families to choose walking, cycling and scooting where safe and practical. These initiatives support healthier lifestyles, reduce traffic congestion and promote sustainable travel habits. Opportunities such as Park and Stride or a Walking Bus will continue to be reviewed in partnership with parents and carers.</p>	



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<p>Develop an active travel plan</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: January 2026</p> <p>Review: January 2027</p>		<p>We will develop a School Travel Plan with the support of Cornwall Council.</p> <p>Active Travel Resources for Schools - Cornwall Council</p>	
<p>Host Bikeability for Year 6 Pupils</p>	<p>Start: Summer term 2026</p> <p>Review: Summer 2027</p>		<p>We have booked the Bikeability for Year 6 pupils in the summer term.</p>	



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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
<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>The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p>Start: Spring 2026</p> <p>Review: Spring 2027</p>	<p>★ Estates Team</p>		
<p>School to develop a Heat Wave plan for operating in extremely hot periods</p>	<p>Start: Spring 2026</p> <p>Review: Spring 2027</p>		<p>We will develop a Heatwave plan and consider what adjustments will need to be made in hot weather</p>	



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WATER				
Action	Timeframe	Stakeholders	Notes	Tracker
Raise awareness around water consumption and efficiency	Start: September 2025 Review: September 2026	Premises/Finance/School	The school will raise awareness of water use and promote efficiency through lessons, assemblies, and workshops. Pupils and staff will be encouraged to adopt practical habits like turning off taps and reporting leaks. Pupil-led campaigns, competitions, and monitoring of water use will engage the whole school community, while guidance will also be shared with families to support sustainable practices at home.	
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: Ongoing Review: July 2026		Water butts are already in place, and will continue to be used to water the plants within the school grounds.	



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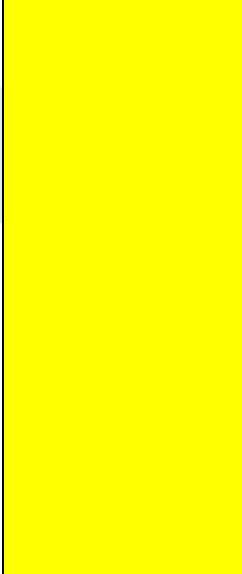
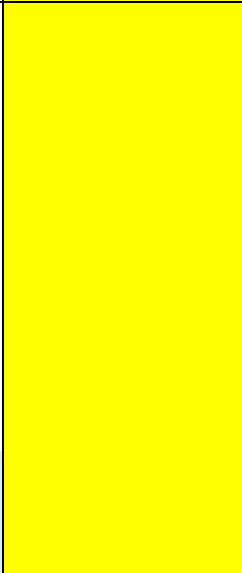
Biodiversity and Green Infrastructure

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: southwestnaturepark@rhs.org.uk</p>	<p>Start: May 2026</p> <p>Review: July 2026</p>	<p>SLT</p>	<p>We will review and develop our curriculum and consider registering into the 'Nature Parks Programme' to embed nature based learning into the school curriculum</p>	
<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: March</p> <p>Ongoing</p> <p>Review: July 2026</p>	<p>SLT/Teaching staff/PTA</p>	<p>Wild Things club has been active this autumn term. School has part of a local 'living artwork' garden project – 'pollinators pathways'</p> <p>HT to run a gardening club from January 26.</p>	



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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 our wider community for support and resources.</p>	<p>Start: Ongoing</p> <p>Review:</p>	<p>SLT and Estates Team</p>	<p>School has part of a local 'living artwork' garden project – 'pollinators pathways'. Pollinators continue to be monitored by volunteers this year.</p>	
<p>Review accessible outdoor spaces that enable students to connect with nature</p> <p>Identify areas in the school grounds where students can connect with nature.</p>	<p>Start: Ongoing</p> <p>Review:</p>	<p>SLT and Estates Team</p>	<p>Seating spaces are available around our outside space, allowing children to connect with nature.</p>	



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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: Jan 2026</p> <p>Review: July 2026</p>	Whole School	To be discussed and reviewed	
<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 i.e. 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: Jan 2026</p> <p>Review: July 2026</p>	Whole school	To be discussed and reviewed	
<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 can 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: January 2026</p> <p>Review: January 2027</p>	SLT / sustainability lead	Beginning in January, the Sustainability Lead will participate in the Trust's sustainability network to exchange information and provide support to colleagues. Staff will be encouraged to engage with relevant sustainability networks and webinar events, including the Let's Go Zero series, to enhance their knowledge, share best practices, and reinforce whole-school climate action.	

CURRICULUM



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Action	Timeframe	Stakeholders	Notes	Tracker
<p>Complete a curriculum audit</p> <p>Undertake a curriculum audit to review & highlight where sustainability currently features within the curriculum and identify any gaps.</p>	<p>Start: Jan 2026</p> <p>Review: June 2026</p>	SLT	From January, the sustainability leader will complete a curriculum audit, identifying where sustainability features within the curriculum and identifying any gaps.	
<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>Start: July 2026</p> <p>Review: Jan 2027</p>	SLT	As above – time scale to be reviewed	
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Encourage creative pedagogy to enable all pupils to connect with nature and the local community.</p> <p>Set up regular opportunities to learn in nature across all areas of the curriculum.</p>	<p>Start: Summer 2026</p> <p>Review Jan 2027</p>	SLT	Revamp the outdoor learning classroom and ensure classes are timetabled to use the space. Once the new classroom is built, review use of the current year 4 classroom to support outdoor learning.	
GREEN SKILLS AND CAREERS				



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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>Start: Spring 2026</p> <p>Review: Spring July 2026</p>	Teaching Staff	To be reviewed at next available staff meeting	
<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: Ongoing</p> <p>Review:</p>	Teaching staff	As above	
<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: Ongoing</p> <p>Review:</p>	Whole school/ School council	The school will offer numerous opportunities for pupils and the Sustainability Working Group to take a leadership role in advancing and embedding sustainability throughout the school. This will include collaboration with the School Council, activity clubs, and other pupil-led groups, ensuring a wide-ranging and inclusive approach.	

