



## 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:	135.19
Calculation date:	30 <sup>th</sup> December 2025

## First Step

Action	Notes	Tracker																																																					
Calculate our school's carbon footprint using <a href="#">Count Your Carbon</a>	<table border="1"> <thead> <tr> <th>Operational area</th> <th>Emissions area</th> <th>Scope</th> <th>t co2e*</th> <th>% **</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Energy, Waste &amp; Water</td> <td>Fuel</td> <td>1</td> <td>11.6</td> <td>9%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>7.7</td> <td>6%</td> </tr> <tr> <td>Waste</td> <td>3</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.4</td> <td>&lt;1%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>School vehicles</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>0.6</td> <td>&lt;1%</td> </tr> <tr> <td>Student commuting</td> <td>3</td> <td>72.8</td> <td>54%</td> </tr> <tr> <td>Staff commuting</td> <td>3</td> <td>23.6</td> <td>17%</td> </tr> <tr> <td>Food</td> <td>Food</td> <td>3</td> <td>1.8</td> <td>1%</td> </tr> <tr> <td rowspan="2">Purchasing &amp; Uniform</td> <td>Purchasing</td> <td>3</td> <td>16.5</td> <td>12%</td> </tr> <tr> <td>Uniform ***</td> <td>Out-of-scope</td> <td>17.2</td> <td>n/a</td> </tr> </tbody> </table> <p><b>Your total carbon footprint</b></p> <p><b>135.19</b> **</p> <p>tCO<sub>2</sub>e* per year</p>	Operational area	Emissions area	Scope	t co2e*	% **	Energy, Waste & Water	Fuel	1	11.6	9%	Electricity	2	7.7	6%	Waste	3	0	0%	Water	3	0.4	<1%	Transport	School vehicles	1	0	0%	School trips	3	0.6	<1%	Student commuting	3	72.8	54%	Staff commuting	3	23.6	17%	Food	Food	3	1.8	1%	Purchasing & Uniform	Purchasing	3	16.5	12%	Uniform ***	Out-of-scope	17.2	n/a	
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## Get Started

Action	Timeframe	Stakeholders	Notes	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><b>Start:</b> 19.12.25</p> <p><b>Review:</b> 13.12.25</p>	Emily Goodey	The school is signed up to Let's Go Zero campaign. 19.12.25 to confirm that we are taking action to reduce our carbon footprint.	
<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><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	Emily Goodey/Caja Parkes	Caja Parkes is our Sustainability Lead and the Sustainability Working Group will consist of Emily Goodey, Chris Dickson and Carol Billinge. *Awaiting details of working group from Trust – 15.12.25	
<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><b>Start:</b> January 2026</p> <p><b>Review:</b> July 2026</p>	Emily Goodey	<p>Information to be added to school's social media December 2025.</p> <p>Newsletter to be updated regularly to share the progress and successes.</p> <p>Possible information added to local magazine (The Link) to showcase our successes to the wider community.</p>	

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
<b>Smart meter Information</b> Use the school's smart meter to track consumption, and sign up to Energy Sparks to analyse the school's energy consumption.	<b>Start:</b> January 2026  <b>Review:</b> January 2027	Sustainability Working Group	Trust Estates Manager looking at repairs for smart meter. The school will sign up to 'Energy Sparks', to use the data to analyse our energy consumption.	
<b>★ Optimising BMS settings</b> 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).	<b>Start:</b> 05.01.26  <b>Review:</b> 5.01.27	★ Estates Team	<ul style="list-style-type: none"> <li>Kernow Learning estates team have set temperatures.</li> <li>Caretaker monitors and feedback to SLT and estates team which will be fed back to the Sustainability Working Group.</li> </ul>	
ENERGY – BEHAVIOURAL CHANGE				
Action	Timeframe	Stakeholders	Notes	Tracker
<b>Incentivise pupils to address energy usage</b> 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.  Incentivise engagement opportunities will be through inter-class competitions and/or eco awards and by electing school energy champions.	<b>Start:</b> January 2026  <b>Review:</b> January 2027	Sustainability Working Group ★ Whole school improvement	<ul style="list-style-type: none"> <li>Class monitors, teachers and support staff to save energy through lighting switch off when classrooms are not in use.</li> <li>Whole school assembly to inform of actions regarding energy saving.</li> <li>Limit of electric heaters.</li> <li>Teachers to switch off heating when not needed. (Manual switch within classrooms/hall).</li> </ul>	





			<ul style="list-style-type: none"> <li>• Electronic devices switched off when not needed e.g. Interactive whiteboards etc.</li> <li>• The Sustainability Working Group to develop incentive opportunities to promote continued energy efficient behaviours.</li> </ul>	
<p><b>Take part in a switch off campaign</b></p> <p>Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy.</p>	<p><b>Start:</b> April 2026</p> <p><b>Review:</b> May 2026</p>	<p>Whole School ★ Estates Team ★ Earth Tribe Council</p>	<p>Inform parents/carers of switch off campaign to encourage the support and encouragement from family homes. Potentially families will join in with the switch off.</p> <p>Whole school assembly at the beginning of Summer Term 1 to introduce the Switch Off campaign.</p>	



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<p><b>Monitor energy use on a regular basis through dedicated platforms</b></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><b>Start:</b> January 2026</p> <p><b>Review:</b> June 2026</p>	<p><b>Pupils and Sustainability Working Group</b></p>	<p>Estates team to supply information regarding access to Energy Sparks dashboard.</p> <p>Earth Tribe Council to monitor dashboard and regularly ensure everything is switched off when not in use.</p>	
<b>FOOD</b>				
<b>Action</b>	<b>Timeframe</b>	<b>Stakeholders</b>	<b>Notes</b>	<b>Tracker</b>
<p><b>Review food waste - Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b></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><b>Start:</b> July 2026</p> <p><b>Review:</b> December 2026</p>	<p><b>Whole School</b> ★ <b>Emily Goodey</b> ★ <b>Earth Tribe Council</b></p>	<p>Whole school assembly to outline the issues regarding food waste and what we as a school can do to reduce the amount of food waste.</p> <p>Purchase scales for the Earth Tribe Council to weigh, measure and record data of food waste at Upton Cross Academy.</p> <p>Inform parents/carers of food waste and the schools aims on reducing (parents can support by reducing food waste and single use plastics when providing packed lunches for our children).</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>Start: 24.02.26</p> <p>Review: 20.04.26</p>	<p>Administrators ★ Emily Goodey</p>	<ul style="list-style-type: none"> <li>Continue to provide second hand school uniform free of charge.</li> <li>Track number of items reused.</li> <li>Regularly promote second hand uniform in the school newsletter.</li> </ul>	
<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: 05.01.26</p> <p>Review: 17.07.26</p>	<p>SLT and Admin</p>	<p>When ordering new white goods, energy efficiency ratings are to be considered in consultation with the Business Team, to ensure the cost is balanced against the efficiency rating of the appliance purchased.</p>	





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><b>Start:</b> January 2026</p> <p><b>Review:</b> April 2026</p>	<p>Administrators ★ Kitchen ★ SLT</p>	<p>Administrators to carry out bin review of mandatory recycling requirements – report to SLT and the Earth Tribe council.</p> <p>Continue to ensure food waste and dry recycling is separated correctly.</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><b>Start:</b> March 2026</p> <p><b>Review:</b> March 2027</p>	<p>Earth Tribe Council ★ Whole School ★ SLT</p>	<ul style="list-style-type: none"> <li>• To hold a whole School Assembly regarding the importance of recycling.</li> <li>• Earth Tribe Council to set up expectations for recycling within the classrooms.</li> <li>• Earth Tribe Council to visit Bodmin Recycling facility/St Austell Energy recovery centre.</li> </ul>	



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<p>Set goals to become a 'Plastic Free School'</p> <p>Take school-wide action to reduce waste.</p>	<p>Start: April 2026</p> <p>Review: April 2026</p>	<p>Earth Tribe Council</p>	<p>Earth Tribe Council to run a ½ termly village/moor clean along with community volunteers.</p> <p>Earth Tribe Council to research Plastic Free Schools ideas from Surfers Against Sewage and create an action plan.</p>	
<p>Follow the Trust's procedures for disposing of unwanted supplies and equipment.</p>	<p>Start: January 2026</p> <p>Review: January 2027</p>	<p>Administrators ★ Estates Team</p>	<p>Before hiring skips, the school will 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 our area to generate potential income and result in a positive impact on the environment.</p>	
<b>TRANSPORT</b>				
<b>Action</b>	<b>Timeframe</b>	<b>Stakeholders</b>	<b>Notes</b>	<b>Tracker</b>
<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 our 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: April 2026</p> <p>Review: April 2027</p>	<p>SLT ★ Whole School ★ Parents/Carers</p>	<ul style="list-style-type: none"> <li>Promote car share with staff and parents via the school newsletter, Dojo and the school website.</li> <li>Promote walking within the village via the school newsletter, Dojo and the school website.</li> <li>Promote 'Park and Stride' from Sterts car park.</li> <li>We will develop a school travel plan with the support of Cornwall Council and Sustrans.</li> </ul>	





<p>Host Bikeability for Year 6 Pupils</p>	<p><b>Start:</b> September 2025</p> <p><b>Review:</b> September 2026</p>	<p>Emily Goodey</p>	<p>Continue to provide Bikeability to Year 6 pupils.</p> <p>Learn 2 Ride every Autumn Term</p> <p>Bikeability 1 every Autumn Term (Years 3&amp;4)</p> <p>Bikeability 2 every Summer Term (Years 5&amp;6)</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><b>Conduct a climate resilience audit</b></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><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	<p>The Earth Tribe Council ★ Estates Team</p>	<p><b>Audits</b></p> <ul style="list-style-type: none"> <li>The Estates team to conduct a climate resilience audit within the school.</li> <li>Earth Tribe Council to conduct a Climate Ready School Grounds survey.</li> </ul>	





<p>School to develop a Heat Wave plan for operating in extremely hot periods</p>	<p><b>Start:</b> April 2026</p> <p><b>Review:</b> September 2026</p>		<p><b>Plan for a heatwave:</b></p> <ul style="list-style-type: none"><li>• Consider what adjustments will need to be made in hot weather.</li><li>• Identify shaded areas of the school grounds at particular times of the day e.g. lunch times.</li><li>• Activity map for shaded areas.</li><li>• Accessible water on the field e.g. jugs.</li><li>• Throughflow of air through the school.</li><li>• Maintaining cool temperatures by keeping windows closed.</li><li>• Calm activities to prevent overheating.</li><li>• Adapted school uniform for hot weather e.g. PE kits on extremely hot days.</li><li>• Evaluate the impact of the above actions after a sustained hot period.</li></ul>	
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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><b>Start:</b> September 2026</p> <p><b>Review:</b> September 2027</p>	<p>Earth Tribe Council ★ Council Lead</p>	<p>Earth Tribe Council to contact South West Water to visit the school.</p> <p>Plus, to research resources that the school can improve water consumption and efficiency.</p> <p>Report back findings to ETC who can share findings and impact with the rest of the school.</p>	
<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><b>Start:</b> April 2026</p> <p><b>Review:</b> April 2027</p>	<p>Gardening Club ★ Estates Team ★ SLT</p>	<ul style="list-style-type: none"> <li>• Gardening Club will assess the water butts around the school (EYFS, school forest and gardening area).</li> <li>• Replace or purchase new water butts.</li> <li>• EYFS area to increase the number of water butts to collect rainwater for play.</li> </ul>	





## 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><b>Embed nature-based learning into the curriculum to improve the school site for people and wildlife.</b></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.</p>	<p><b>Start:</b> September 2025</p> <p><b>Review:</b> September 2026</p>	<p>Whole school ★</p> <p>SLT ★</p> <p>Gardening Club</p>	<ul style="list-style-type: none"> <li>• Half termly outdoor learning sessions to discover, learn and improve school forest.</li> <li>• Weekly Gardening Club.</li> <li>• Science curriculum covers life processes and living things.</li> <li>• Class trips within the local area/environment.</li> <li>• Links with Trelowen Flowers (Local flower farm).</li> <li>• To consider engaging in the NP Programme.</li> </ul>	
<p><b>Establish a gardening/nature club</b></p> <p>Set up a gardening and/or nature club for pupils to join.</p>	<p><b>Start:</b> September 2025</p> <p><b>Review:</b> September 2026</p>	<p>Gardening Club ★</p> <p>Estates Team</p>	<p>Gardening Club was set up in Autumn 2025. They meet after school every Wednesday and are led by School Governor/Gardener.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Support with water and nature actions.</li> <li>• Use produce grown to supplement school meals and snacks or to sell, enabling profits to help with sustainability of the gardening project.</li> </ul>	



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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><i>Develop outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife.</i></p>	<p><b>Start:</b> September 2025</p> <p><b>Review:</b> September 2026</p>	<p>SLT ★ Earth Tribe Council ★ Gardening Club</p>	<p>Ongoing</p> <ul style="list-style-type: none"> <li>• The school has a variety of outdoor spaces which have similar and differing wildlife.</li> <li>• To take part in the National Bird Watch campaign.</li> <li>• Birdfeeders need to be maintained.</li> <li>• Bug hotels need to be maintained, to continue to provide habitats of wildlife and for pupils to be able to get close up with nature.</li> </ul>	
<p>Discuss with the Estates Team to create accessible outdoor spaces that enable students to connect with nature</p> <p><i>Identify areas in the school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.</i></p>	<p><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	<p>SLT ★ Estates Team ★ Parent community</p>	<p>Ongoing</p> <ul style="list-style-type: none"> <li>• Birdfeeders need to be maintained.</li> <li>• Bug hotels need to be maintained.</li> <li>• Estates team to support the installation and upkeep of resources and areas in the outdoor spaces.</li> <li>• Support from the scouts and parent community in improving and maintenance of outdoor areas.</li> </ul>	





## Climate Education, Green Skills, and Green Careers

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><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	<p>Earth Tribe Council ★ SLT</p>	<ul style="list-style-type: none"> <li>A new council will be formed in the Spring Term 2026. This will be called the 'Earth Tribe Council'. Children will need to apply to be part of this group.</li> <li>The group will meet each week and form an action plan for the rest of the academic year and then work towards their goals, and report on their impact at regular intervals.</li> </ul>	
<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.</p>	<p><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	<p>Earth Tribe Council ★ Council Lead</p>	<ul style="list-style-type: none"> <li>The Earth Tribe Council to set up a weekly award to celebrate either a whole class, group of children or individuals who have considered and made a difference to sustainability. This will be handed out at the Friday Achievement assembly.</li> <li>The Council will set up the actions for classes to work towards.</li> </ul>	
<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><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2026</p>	<p>SLT ★ Sustainability Lead</p>	<ul style="list-style-type: none"> <li>Sustainability Lead to attend courses/webinars and events when available.</li> <li>Feedback to SLT, staff and the Earth Tribe Council</li> </ul>	



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CURRICULUM				
Action	Timeframe	Stakeholders	Notes	Tracker
<p><b>Complete a curriculum audit</b></p> <p>Undertake a curriculum audit to review &amp; highlight where sustainability currently features within the curriculum and identify any gaps.</p>	<p><b>Start:</b> June 2026</p> <p><b>Review:</b> July 2027</p>	<p>Headteacher ★ Teachers</p>	<ul style="list-style-type: none"> <li>Audit the 2 year rolling programme regarding sustainability. Highlight areas where sustainability feature and action plan any gaps.</li> </ul>	
<p><b>Amend our curriculum to incorporate sustainability</b></p> <p>Adapt the existing curriculum so that it includes stronger links to climate change and sustainability.</p> <p>Sky Primary is one example where they have weaved sustainability throughout their curriculum but there will be others within our Trust. Sustainability Leads will share and highlight how they have adapted their curriculum at networking group meetings.</p>	<p><b>Start:</b> September 2026</p> <p><b>Review:</b> June 2027</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>Following the curriculum audit – SLT will amend curriculum plans to incorporate sustainability and to share with the Sustainability Working Group.</li> </ul>	
<p><b>Create an environment where lessons can be taught outside in all subjects</b></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><b>Start:</b> June 2026</p> <p><b>Review:</b> June 2027</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>Review pedagogy for connecting with nature and the local community.</li> <li>Look at barriers of teaching outdoors to overcome.</li> <li>Identify areas of the curriculum where learning outdoors can be easily encouraged and regular opportunities met e.g. science, geography, history, art etc.</li> </ul>	



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GREEN SKILLS AND CAREERS				
Action	Timeframe	Stakeholders	Notes	Tracker
<p><b>Access the Climate Ambassadors Scheme</b></p> <p>Connect with Climate Ambassadors and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p><b>Start:</b> June 2026</p> <p><b>Review:</b> June 2027</p>	<p>Earth Tribe Council ★ SLT</p>	<ul style="list-style-type: none"> <li>Connect with Climate Ambassadors <a href="#">Climate Ambassadors: Turning Climate Ambition into Climate Action in Education   Climate Ambassadors</a> Nicki Schantz <a href="mailto:climateambassadors_sw@metoffice.gov.uk">climateambassadors_sw@metoffice.gov.uk</a></li> <li>Whole school assembly regarding the climate.</li> <li>Whole School Assembly regarding 'Green jobs'.</li> </ul>	
<p><b>Invite inspirational 'green speakers' to speak to pupils about jobs and opportunities</b></p> <p>Invite inspirational green speakers to inspire children</p>	<p><b>Start:</b> February 2026</p> <p><b>Review:</b> July 2026</p>	<p>Headteacher ★ Earth Tribe Council</p>	<ul style="list-style-type: none"> <li>The Earth Tribe Council to make a list of different types of jobs that people do and to write letters to invite them into school as 'green speakers'.</li> </ul>	
<p><b>Provide opportunities for pupils and the Sustainability working Group to take a lead on sustainability</b></p> <p>The Eco working party to take the lead on sustainability projects, i.e. 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><b>Start:</b> January 2026</p> <p><b>Review:</b> January 2027</p>	<p>Earth Tribe Council ★ Gardening Club</p>	<p><b>Sustainable projects:</b></p> <ul style="list-style-type: none"> <li>Gardening Club have already begun to prepare the vegetable beds for the winter (2025) and enriched the soil with manure. Seeds have been collected ready for planting in the Spring (2026).</li> <li>Earth Tribe Council to undertake village, parish and moor cleans on a regular basis.</li> </ul>	



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			<ul style="list-style-type: none"><li>• Sustainable projects to be shared with parents via Dojo and Facebook. This will gather parents support and promote sustainability within the home and the community, which will result in a wider positive impact on our environment.</li></ul>	
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#AsOne