



Sky Primary and Eden Project Nursery Climate and Sustainability Action Plan

Sky Primary and Eden Project Nursery Mission – Learning Beyond the Classroom

Overview/context

Sky Primary and Eden Project Nursery opened in September 2022. The school is part of Kernow Learning Trust – 21 primary schools across Cornwall. Their Learning Beyond the Classroom encompasses :

- Nature inspired learning
- A sense of place and belonging
- A unique partnership with Eden Project
- Real life and relevant enrichment, immersive experiences

The curriculum focuses on learning in, from, for and with nature, along with sustainability and being climate wise - ensuring progression across interwoven connected learning opportunities. Good Life Goals (derived from the Sustainability Development Goals) enable children and families to be involved in positive change.

The school promote and strongly encourage plastic free packed lunches – reducing single use plastic, creating healthier lunchtimes and reducing cost – the weekly newsletter includes an affordable recipe idea to help. Working with Surfers Against Sewage to achieve Plastic Free Schools award connects the school community to a wider network of children and schools, changing our habits.

The children work with local MPs, recently organising a litter pick– they asked questions like ‘What can we do about litter in our area?; How can we help homeless people in St Austell?; Where can we plant more trees? – often he is asked what is his favourite colour!’

Food waste is recycled with Eden Project and made in to biodiesel, and the Green Team are launching their soft plastic recycling scheme in January 2025.

Next steps – in Summer 2025 the school move to their eco building (using grey water, solar energy and air source heat pumps) located in the heart of a newly constructed eco village. Families and children have been part of the landscape designs for the school grounds, which will be another classroom and sanctuary for nature. The school is passionate about being the heart of the village with community involvement in allotments, compost creating and Green Team (children’s school council) leading sustainable climate focused project across the school and village.

Sustainability Strategy – we use the Good Life Goals, see below, which are associated with the Sustainable Development Goals to connect our learning and make actions happen





Ensuring success

In order to implement the strategy effectively, the Board of Trustees and Local Governor Board will ensure that the following points are adhered to:

This strategy is widely communicated and updated as and when required, or at least annually.

Communication will be provided regularly to the whole Trust/School community, informing them of progress made and ways to improve.

We will set an energy, consumption and waste reduction performance improvement targets. We then will regularly monitor and evaluate, in order to establish a baseline, measure improvements and identify priority areas.

We will develop an Climate, Energy & Sustainability Action Plan for each site that provides a clear roadmap to achieving the Government's Net Carbon Zero Target.

Environmental Sustainability Action Plan 2025-2028

Our 2025-2028 Environmental Sustainability Action Plan (ESAP) (Appendix 1) was developed as an immediate response to the current and emerging environmental risks and challenges, and is aligned with the following: UK's 2050 net zero carbon target and de-carbonisation plan.

The Department for Education's strategy for sustainability and climate change for the education and children's services systems.

The Climate change Act 2008

The Environment Act 2021

The DEFRA Environmental Improvement Plan 2023

Through this action plan, we will establish strong foundations for the development of a longer-term, more ambitious strategy, targets and plan. We will engage staff and pupils across the trust in the development of this longer-term strategy over the next 3 years.

Objectives

To reduce consumption of energy, water and physical products.

To reduce production of waste, the proportion being sent to landfill and increase re-use and recycling.

To increase biodiversity across the school's 'nature park' and ensure grounds maintenance supports this aim.

To reduce our carbon emissions across scopes 1, 2 and 3, using data to set accurate targets to reach net zero.

To increase the efficiency of the buildings and infrastructure across the estate and ensure all users are aware of behaviours required to maintain energy efficiency.

To limit business travel where possible and encourage sustainable commuting among staff and pupils.

To improve water efficiency, reducing water waste. To procure goods and services from suppliers with robust and ambitious environmental management, corporate social responsibility and net zero plans in place.

To increase the proportion of plant based, sustainably and ethically sourced menu choices and work with suppliers to reduce energy consumption and waste in our kitchens.

To promote the benefits of environmental sustainability, social responsibility and climate change within and beyond our academies.

To ensure children are afforded agency, exploring and engaging in leadership roles to effect change and behaviours across our school community.

Governance role and responsibilities

All staff across Sky Primary and Eden Project Nursery are responsible for delivering our Environmental Sustainability Policy and plan within their classes. Sky Primary and Eden Project Nursery LGB will be responsible for the assurance of our environmental sustainability performance and regulatory compliance and for monitoring performance against its ESAP.

We are committed to attaining and maintaining ISO 14001:2015 Environmental Management System (EMS) certification within the next three years. Our EMS will cover all our operations across our academies. We will work towards ISO 14001:2015 to provide environmental compliance assurance, deliver our environmental SBMAT Environmental Sustainability Action Plan 2025 - 2028 objectives, optimise all relevant environmental opportunities and enhance our resilience to current and emerging environmental challenges.

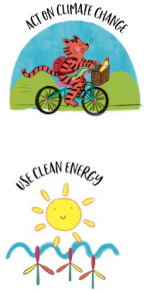
Progress against our Environmental Policy and our ESAP will be reported to the COO and CEO and relevant actions escalated. The board of trustees, LGB and other stakeholders will be kept informed of progress through an annual environmental sustainability report, and updates throughout the year as required.

The Sustainability Lead and LGB Sustainability representative is the strategic lead for our ESAP and provides oversight of our environmental sustainability delivery approach.

We will monitor our progress towards embedding good environmental practices across our school as well as our commitment to continue to improve our environmental performance.

Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Curriculum – education and training   Children acquire relevant skills that align with the demands of	Understanding the Environment: Teaching children about the natural world, ecosystems, and the impact of human activities on the environment. This includes learning about climate change, pollution, biodiversity, and conservation. Sustainable Practices: Introducing children to the concept of sustainability—how to reduce waste, save energy, recycle, and make eco-friendly choices in daily life. They learn about resources and why it's important to use them wisely. Developing Critical Thinking: Encouraging students to think critically about environmental issues, understand cause and effect, and	Curriculum Materials: Age-appropriate books, videos, and online resources explaining climate change, sustainability, and the environment. Worksheets, interactive games, and educational apps to make learning fun and hands-on. Lesson plans and activity guides designed to integrate climate

future job markets, particularly in green industries.	consider solutions to challenges like climate change. This helps them become informed and responsible citizens. Action for the Future: Empowering children to take positive action, whether it's through small acts like recycling or larger projects like school-wide sustainability initiatives. They learn that even small efforts can make a big difference. Global Awareness: Helping children understand that climate change and sustainability are global issues that affect everyone. They learn about the interconnectedness of communities and how their actions can have an impact locally and globally. Children –citizenship/leaders: Integrate sustainability across all subject areas Incorporate real world examples to bring sustainability to life Explore sustainability from multiple perspectives, linking different subject areas Partner with local green businesses, environmental organisations, and community groups to create internship and mentorship opportunities for children. Implement programmes that focus on developing specific green skills, such as renewable energy, conservation, and sustainable agriculture.	education across subjects like science, geography, and even art. Environmental Tools and Equipment: Tools for hands-on projects like recycling bins, composting kits, or small gardening tools for growing plants. Eco-friendly products for use in school, such as reusable water bottles, containers, and sustainable school supplies. Professional Development: Training for teachers on how to effectively teach sustainability topics and integrate them into different subjects. Workshops or webinars from environmental experts to deepen teachers' understanding of climate issues. Outdoor Learning Spaces: Access to school gardens, nature trails, or nearby parks to observe nature, learn about local
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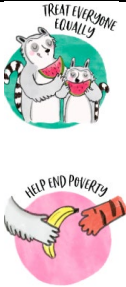
		ecosystems, and carry out sustainability projects. Partnerships and Collaboration: Collaboration with local environmental groups, experts, or organizations that can provide guest speakers, workshops, or resources. Access to community-based sustainability programs, like local recycling centres or eco-projects, where students can actively participate. Children develop a foundational understanding of environmental issues and their implications, preparing them for future green careers.
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Carbon and Energy – 	Context: Our carbon footprint (CO₂e) is represented by the emissions associated with the energy used across our school, fuel used by our vehicles and business travel. NEW BUILDING BASELINE AND ONGOING DATA: During the 2025-2026 academic year, we emitted xxxx tCO₂e. A breakdown of our 2025-2026 carbon footprint show that our heating accounted for xx% of our carbon footprint, xx% was from the electricity, xx% from business travel in staff owned vehicles.	Resources Required: Energy surveys and Heat Decarbonisation plans are required to ascertain the investment needed on energy efficiency to achieve our xx% three-year carbon reduction target. Estimated costs for Energy audits and Heat

PfA: Children gain exposure to diverse green career opportunities, inspiring them to consider sustainability-focused professions. Roles in solar, wind, and hydroelectric energy production, including engineers, technicians, and project managers. Jobs focused on improving energy use in buildings and industries, such as energy auditors and sustainability consultants buildings efficiency PfA - Children can explore green career pathways at their own pace, enhancing their	Immediate Objectives / Actions: □ Appoint a strategic sustainability lead for the school □ Adopt a 3 year xx% carbon reduction plan against our 2025-2026 scope 1 and 2 baseline. □ Climate change risks will be included in our risk registers. □ We will continue to invest in initiatives that reduce our carbon footprint. □ We will actively encourage all staff, pupils, visitors and major partners to reduce their own carbon footprint. Children –citizenship/leaders: Switch it off campaign – children check (classroom temp 19 degrees) Energy audit - Check meter readings – baseline, termly – note how much saved Green Team energy task force Class printing limits Facilitate participation in local and national environmental campaigns, such as tree planting, clean-up drives, and climate advocacy. □ Identify an accurate baseline of our scope 3 emissions during 2025-2026 and identify targets for reduction. □ Develop heat decarbonisation plans alongside the estate management plan. Long term ambition: To achieve net-zero carbon by 2050 at the latest and sooner if we can. We will develop a complete net-zero carbon reduction target on or before July 2026. Context: The energy used across our school accounts for xx% of our 2025-2026 carbon footprint. Only our building currently achieve Display Energy Certificate (DEC) scores of C? and above, which implies that there are opportunities to improve the energy performances of our	Decarbonisation plans - £xxx KPIs: Annual percentage reduction in tCO₂e emitted at school Annual percentage reduction in the Carbon tCO₂e we emit per pupil Annual percentage reduction in our Scope 1: tCO₂e Annual percentage reduction in our Scope 2: tCO₂e Annual percentage reduction in our Scope 3: tCO₂e Resources Required: Surveys and cost benefit analysis are required to ascertain the investment needed to implement energy efficiency measures across our academies Building energy efficiency budget line to be included in all major refurbishment projects Building energy efficiency budget line to be included in annual estates maintenance capital funds
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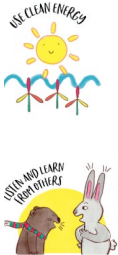
knowledge and interest in sustainability.	building and energy saving behaviours. Appendix 2 details some of the energy efficiency projects and initiatives that were recently completed and commissioned across the estate. Our Immediate Objectives / Actions: We will actively identify and implement initiatives that would improve our DEC scores. ☐ We will promote good energy practices across our school. ☐ To reduce the energy used across our school by 2025-26 baseline, which is likely to require further investment. ☐ To review heating controls and install smart controls where required. ☐ To establish the cost of recommended energy efficiency retro fit projects and include in estate management plan. Long-term Ambition: ☐ To move to green electricity tariff. ☐ To decarbonise all heating by 2040 ☐ To generate on site renewable energy on all feasible sites by 2040 ☐ To install LED lighting in all buildings by 2030 Children –citizenship/leaders: Green Team energy audits Community communications on how to save energy – home/work actions Leverage online platforms and resources to provide children with access to information about green careers, including courses, webinars, and virtual experiences.	KPIs: Annual percentage reduction in kWh of electricity used across our estate Annual percentage reduction in kWh of gas used ...? Annual average percentage improvement in the DEC scores of qualifying building Annual percentage increase in renewable energy generated Annual proportion of green electricity tariff we use increased
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Water 	Context: Water is a rapidly dwindling resource, with water shortages in drier season summers resulting in green areas/planted areas becoming affected. Our Immediate Objectives / Actions:	Resources Required: Dedicate a budget line into projects to support water efficiency KPIs:

 PfA - Children can explore green career pathways at their own pace, enhancing their knowledge and interest in sustainability. Scientists, Water industry, waste management, marine conservation/research	☐ Establish an accurate baseline of water usage and waste water in 2025-2026 ☐ Promote the benefits of water efficiency to all staff and students. ☐ Collaborate with the Water wise charity to educate staff and pupils about water efficiency. ☐ Integrate water efficiency into all building. ☐ Explore water saving retrofit projects. ☐ Progressively reduce the volume of water we use per total number of staff and pupils. ☐ Arrange for the installation/operation of smart water meters where possible, to facilitate monitoring of water usage and reduction from baseline once established. Our Long-term Ambition: ☐ Explore integrating rain/grey water harvesting into all refurbishment projects. Children –citizenship/leaders: Raise awareness about the need for water conservation Investigate impact on water supplies from industry – farming, fashion, Conduct a water audit Harvest rainwater – water butts Use grey water to grow seasonal foods and irrigate nature park areas	Annual percentage reduction in water used (m3) across our school ☐ Annual percentage reduction in water used across our school per pupil
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Nature/biodiversity – school grounds (nature park)  	Context: Biodiversity maintains a functional and beautiful environment as well as resource for food, shelter, clothing and other materials. Our economy relies on biodiversity since it provides renewable economic resources and ecosystem services, medical and scientific benefits, and is priceless in terms of cultural and aesthetic values. In response to the fact that over 58% of global species that have been lost and approximately 30% of UK species becoming extinct since 1970, we actively promote the benefits of biodiversity conservation and enhancement.	Resources Required: ☐ Dedicated budget line into all major refurbishment projects to support biodiversity enhancement KPIs: ☐ Proportion of major projects in which biodiversity enhancement / conservation have been integrated into the project design and implementation.

PfA - Jobs in conservation efforts, habitat restoration, and biodiversity protection, including conservation scientists and environmental educators.	The UK government have identified schools as a key area for development of biodiversity, with plans to create a National Education Nature park in process. We are creating our School Nature Park – heart of the village – to engage children, families and residents in creating a biodiverse space. Our Immediate Objectives / Actions: ☐ We will develop a biodiversity action plan for the estate, including staff and pupils in ecological surveying, planting and stewardship. ☐ We will identify the number of native tree species across the school nature park. ☐ We will increase the number of native tree species across the estate over the next three years, through tree planting initiatives. ☐ our school will be encouraged to take part in community clean-up operations in their locality. Our Long-term Ambition: ☐ We will continue to promote the benefits of biodiversity, ecological conservation and enhancement and look for opportunities/projects across all our school, working with students, staff and our local communities. ☐ We will work with academic partners and wildlife organisations to promote aspiration to green jobs, amongst our pupils. Children –citizenship/leaders: Collaborate on the Nature Park landscape plans Eco/gardening club Mei Loci plan – follow to Rewild unused spaces to increase biodiversity – plant wildflowers, hedgerows, native species, pollinator friendly plants Create a sensory garden with community involvement Make and install bug hotels, bird boxes, hedgehog houses	☐ Upkeep and continuous access to Forest school areas and allotments. ☐ Increased number of designated Allotments/sensory garden areas. ☐ Annual number of community clean-up events increased. Enable community to access school nature park for well-being and maintenance programme
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Sustainable and ethical procurement	Context:	Resources Required:

 PfA - Positions in organic farming, permaculture, and agroecology, including farm managers and agricultural scientists.	☐ The goods and services we procure have varying levels of impacts on the environment. Therefore, integrating environmental and corporate social responsibility (CSR) specifications into relevant aspects of our procurement and commissioning processes will influence our supply chain, suppliers, and contractors to reduce the environmental impacts of their operations. Our Immediate Objectives / Actions: ☐ We will audit our current suppliers and identify those with ISO14001 certification. ☐ We will seek carbon footprint information for all products in identified target areas, where possible. Paper, hygiene products and photocopying. We will use the information to identify reduction targets. ☐ We will develop our sustainable procurement policy. This policy will be used to embed the principles of sustainable development and CSR into all relevant aspects of our procurement processes. ☐ We will include relevant environmental sustainability and CSR specifications in our procurement and commissioning processes. Our Long-term Ambition: ☐ We aim to have environmental sustainability and CSR specifications performance indicators in all the service level agreements (SLAs) we have with our major contractors Children –citizenship/leaders: Advocate for sustainable procurement policies Buy eco friendly cleaning products, minimise single use plastic, plastic free packed lunches, support fair trade, minimise single use packaging Encourage reuse and recycling across the school Correspond with school suppliers about their sustainable products Promote informed consumer behaviour among pupils Green Team to audit and report success and challenges Track and communicate food miles	☐ Future tracker carbon emissions and procurement chain analysis tool ☐ Proportion of major current suppliers /contractors with certified EMS increased. ☐ Percentage of major contracts that CSR and sustainability specifications have been included increased.
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Waste and recycling  PfA - Roles in waste reduction, recycling, and composting, such as waste management coordinators and recycling plant operators. Roles in waste reduction, recycling, and composting, such as waste management coordinators and recycling plant operators.	Context: Waste is generated across all areas of the operation, including educational resources, catering, cleaning, grounds maintenance and admin. An accurate baseline of the resource waste produced is required in order to identify targets for reduction in consumption and waste produced. Immediate Objectives / Actions: ☐ We will identify the waste produced in key areas across the operation, throughout 2025- 2026, in order to establish an accurate baseline on which to base reduction targets. ☐ We implement measures to increase the proportion of recyclable materials collected from our school. ☐ We will ensure that all kitchen and food waste is separated from general waste and collected separately. ☐ We will reduce the total annual waste generated across our school. ☐ We will work with ISO 14001:2015 certified catering suppliers to reduce process waste through responsible menu planning. ☐ We will promote the economic and environmental benefits of minimising waste, composting and appropriately segregating recyclable materials from general waste across the school. ☐ We will promote the re-use of assets across and beyond the school. I.E. book donation, pre-loved uniform, ☐ All end of life ICT equipment will be recycled in line with WEEE guidance, once all reusable parts are utilised. Hardware will be refurbished and re-used where possible. ☐ Where digital technology is leased, the trust will lease from companies with an ISO 14001:2015 certified EMS. ☐ We will work with hygiene services suppliers with an ISO 14001:2015 certified EMS, to reduce the amount hygiene waste going into landfill. ☐ We will procure waste collection services which will divert the maximum amount of waste from landfill.	Resources Required: Audit time cost Procurement time cost KPIs: ☐ Annual percentage reduction of general waste disposed on landfill ☐ Annual percentage increase in recyclable materials collected from our school ☐ Annual percentage reduction in food waste
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	Long-term Ambition: □ We will ensure that 100% of the general waste generated across our school will be diverted from landfill by 2030. Children –citizenship/leaders: Introduce waste reduction programmes into our classrooms Appoint recycling monitors to audit correct use and scrap paper Monitor and report on reduction/minimisation of single use plastic Weigh food waste and compost in Rydan – sell/manage compost for residents and school nature park – encourage pupils to waste less food Set up an eco-fill shop for residents Set up a uniform preloved re-love exchange Green careers – Biffa, Ridan, Eden Project	
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Travel and Transportation  PfA - Roles in developing and promoting sustainable transport solutions, such as electric vehicle technicians and public transport planners.	Context: We recognise the impact that travel has on the environment. Our 2025-2026 travel in our own vehicles account for xx tCO2e of our 2025-2026 carbon footprint (xx%)?. Leasing agreements are in place for minibuses. Our Immediate Objectives / Actions: □ Quantify and report on the impact of staff commuting. □ Promote and share evidence of the good practice of sustainable transport (cycling, walking and public transport) as well as the public health and environmental impacts of emissions associated with travel emissions. □ Minimise the need for travel to school/Trust events through development of a hub based and / or virtual approach. Meetings and networking will be held remotely where possible. □ Subject to available funds, increase the infrastructure and facilities across our school that support cycling and sustainable travel. □ Progressively reduce our business travel in line with our carbon reduction target.	Resources Required: Bicycle storage costs to be ascertained Bikeability training for all pupils by the end of year 6 Salary sacrifice up-front costs KPIs: □ Annual percentage reduction in litres of fuel used in Sky's vehicles □ Annual percentage reduction (km / miles) of business travel □ Annual proportion of bicycle storage per pupils and staff increased

	Our long term ambitions: □ Develop proposals to incentivise use of “greener” vehicles (e.g. installation of EV charging points). □ Incentivise sustainable transport through salary sacrifice schemes for staff. □ Lease lower carbon vehicles. Children –citizenship/leaders: Walk to school scheme Active travel plan Healthy schools – steps to school – use of IT to measure steps Green careers – electric vehicles maintenance;	
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Food – sustainable meals  PfA - Positions in organic farming, permaculture, and agroecology, including farm managers and agricultural scientists.	Context: Embedding good environmental practices into the way food is sourced, prepared and processed has the potential to enhance our environmental performance and reduce the environmental impact of the food served across our academies. Further benefits associated with sustainable food and catering are waste minimisation and water and energy reduction. Our Immediate Objectives / Actions: □ We will implement initiatives that reduces food waste from our academies. □ We will ensure that all our major catering and food suppliers have a certified EMS. □ We will ensure our catering suppliers exclude fish species classified as “at risk” by the Marine Conservation Society and only accept fish from sustainable sources. □ We will ensure our catering suppliers use food and services from responsible and ethical sources □ We will continue to increase the proportion of plant based meals, reducing foods of animal origin, because livestock farming is one of the significant contributors to climate change. (Whilst complying with school food standards)	Resources Required: □ Dedicated budget to ensure use of Fairtrade food items in hospitality □ Installation of separate metering for kitchens across the estate KPIs: □ Proportion of plant based meal options offered increased. □ Proportion Fairtrade tea, coffee and sugar used in hospitality increased. □ Annual percentage reduction in food waste □ Compliance with relevant ethical food and school foods standards. □ Proportion of major suppliers with certified EMS increased.

	☐ We will ascertain the carbon footprint of menu choices to enable staff and pupils to make informed choices. Our Long-term Ambition: ☐ We aim to work with catering suppliers to significantly increase our sustainable menu offerings. ☐ We aim to significantly reduce the energy used to process food ☐ We aim to offer Fairtrade products in all hospitality and staff room. Children –citizenship/leaders: Set up a school garden – grow herbs, fruit, vegetables Grow seedlings and create green walls Learn about the carbon footprint of different types of food Compost all food waste Green careers – horticulture, garden designers/landscape architects	
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Community involvement – careers, leadership, citizenship  PfA – STEM Education: Emphasise the importance of science, technology, engineering, and mathematics (STEM) in preparing children for green careers.	Context: We are committed to embedding good environmental practices, CSR and the principles of sustainable development into all aspects of the curriculum. Our Immediate Objectives / Actions: ☐ We will appoint sustainability leads in our school. ☐ Sustainability leads will complete DfE carbon literacy training via the sustainability leadership digital hub once available ☐ We will facilitate a sustainability network for our lead teachers/ practitioners, to promote and share good practice. ☐ We will establish a working party to develop a climate/ environmental curricula. ☐ We will hold school sustainability, STEM and biodiversity events to ensure all pupils receive high quality experiences / teaching to improve their understanding of their impact on the planet. ☐ We will work with all stakeholders to improve energy and water usage behaviours in our school and celebrate success. ☐ We will continue to promote the benefits of environmental sustainability and climate change responses across all relevant media, such as via our website, twitter and events.	Resources Required: ☐ Budget to gain ISO 14001:2015 certification- £xx KPIs: ☐ Annual number of environmental engagement and awareness events ☐ Proportion of schools that environmental sustainability has been integrated into the curriculum. ☐ Proportion of schools achieving sustainability awards ☐ Annual number of staff that completed the CPD certified course on environmental sustainability skills for the workforce ☐ ISO 14001:2015 Ems certification KPIs

	□ We will include an overview of the principles and application of good environmental management practices into our staff induction. Our Long-term Ambition: □ Environmental and sustainability education will be embedded in the curriculum □ We will develop a trust wide sustainability programme, supporting our pupils to learn about, care for and advocate for all living things □ We aim to offer certified CPD on environmental sustainability skills for the workforce. □ We aim to achieve ISO 14001:2015 EMS certification. □ We aim to continue to improve our environmental performance and exceed regulatory compliance requirements where appropriate. Children –citizenship/leaders: Local Environmental Projects: Involve children in community-based sustainability projects, such as tree planting, clean-up campaigns, and wildlife conservation efforts. Partnerships with NGOs: Collaborate with environmental NGOs to provide educational resources and opportunities for children to engage in climate action. Awareness Campaigns: Conduct campaigns to raise awareness about the importance of green jobs and how they contribute to a sustainable future.	Children empowered to make positive change - citizenship Head – knowledge and understanding Heart – empathy and connection with nature and each other hands – advocacy and action hope – agency, investigation and active learning Vocational Training: Provide access to vocational courses and apprenticeships that focus on green skills, such as those offered through T-Levels and Skills Bootcamps. Soft Skills: Encourage the development of critical thinking, problem-solving, teamwork, and communication skills essential for collaboration in sustainability initiatives.
Area	Immediate Objective; long term ambition; adaptation and resilience	Resources required and KPIs
Accountability review – culture, vision – next steps 	Funding for Green Initiatives: Advocate for government funding to support educational programmes and initiatives that promote green skills and careers. Legislation for Green Jobs: Support policies that encourage the creation and sustainability of green jobs, such as the UK government's Net Zero Strategy. Employer Engagement: Work with local businesses to align their hiring practises with the skills needed for green jobs, ensuring a workforce prepared for the future.	



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