

# Climate Action Plan

## Probus School

1 year plan Autumn 2025 – 2026



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Progress Key
Not Started
In Progress
Stalled
Complete

RECOMMENDED FIRST STEP		
ACTION	NOTES	TRACKER
Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a>	Information submitted to Count your Carbon.	In Progress

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	<b>Start: Sep 25</b> <b>Review: N/A</b>	<b>Verity Marshall</b>	The school signed up in November 2025.	Complete
<b>Set up a sustainability working group</b> Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.	<b>Start: Dec 25</b> <b>Review: N/A</b>	<b>Verity Marshall</b>  <b>Stephanie Moore</b>  <b>Dave Toon</b>	Have met with each of the stakeholders. Sustainability lead – Verity Marshall.	In Progress
<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b> Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.	<b>Start: Dec 25</b> <b>Review: Jan 26</b>	<b>Verity Marshall</b>	Action plan to be added to website.  Eco club initiatives/updates to be sent out termly.	Not started

# 1. 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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, <a href="#">according to the DfE</a>.</p>	<p><b>Start: Dec 25</b> <b>Review: Dec 25</b></p>	<p><b>Verity Marshall</b>  <b>Dave Toon</b></p>	<p>Dave Toon has lowered our heating and hot water systems, and ensured that energy is not wasted after school hours</p>	<p>Complete</p>

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>	<p><b>Start: Sep 24</b> <b>Review: N/A</b></p>	<p><b>Verity Marshall and Eco Council</b></p>	<p>We use Energy Sparks to monitor energy use and help set initiatives for Eco Council.</p>	<p>Complete</p>


<b>Implement a power down strategy for electrical devices and appliances</b>  Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	<b>Start: Jan 26</b> <b>Review: March 26</b>	<b>All staff</b>	Communicate with staff about remembering to turn off screens when not in use and making sure we power down at the end of the working day and during breaks/	Not started
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b>  Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to <a href="#">ProVeg</a> for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.	<b>Start: June 26</b> <b>Review: Sep 26</b>	<b>Verity Marshall</b>	Contact ProVeg for a consultation with Probus catering company.	Not started.
<b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b>  Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.	<b>Start: May 26</b> <b>Review: July 26</b>	<b>Verity Marshall and Eco Council</b>	Have a food waste weighing week in summer term 1 and compare with food waste in summer term 2.	Not started.

## WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Run waste/plastic reduction initiatives or campaigns with pupils and staff</b>  Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.	<b>Start: June 26</b> <b>Review: N/A</b>	<b>Verity Marshall</b>	Contact The Beach Guardian for assemblies/workshops to run at school.	Not started

## PROCUREMENT

<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
 <b>Develop your uniform exchange and extend existing reuse practices</b>  Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!	<b>Start: March 26</b> <b>Review: July 26</b>	<b>Verity Marshall</b>	Track uniform reuse through form in uniform reuse area.  Reminders to parents to reuse/donate items in Newsletters.	In progress

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Run active travel campaigns</b> Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a> ). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	<b>Start: April 26</b> <b>Review: April 26</b>	<b>Verity Marshall and Eco Council</b>	Track and reward classes for walk/bike/scoot to school.	Not started
<b>Provide cycle proficiency lessons in school</b> Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a> . Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	<b>Start: July 26</b> <b>Review: N/A</b>	<b>Bikeability</b>	Bikeability to come in to work with one year group in the summer term.	Not started

## 2. 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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Conduct a climate resilience audit</b> Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	<b>Start: Feb 26</b> <b>Review: Dec 26</b>	<b>Verity Marshall and Eco Council</b>	Involve KS2 chn in a climate resilience audit, thinking particularly about the outside areas.	In progress
<b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b> Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO <sub>2</sub> levels using devices.	<b>Start: May 26</b> <b>Review: July 26</b>	<b>Verity Marshall</b>	Send out information to staff to ensure they all know how to ventilate rooms during hotter periods.	Not started

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Raise awareness around water consumption and efficiency</b>  Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.	<b>Start: May 26</b> <b>Review: N/A</b>	<b>Verity Marshall</b> <b>and Eco Council</b>	Contact South West Water for free assemblies.	Not started



### 3. 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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Establish a gardening/nature club</b> Set up a gardening and/or nature club for pupils or students 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.	<b>Start:</b> summer 26	<b>EYFS</b>	Involve EYFS in planting, growing activities and maintaining raised beds.	Not started
<b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b> Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	<b>Start:</b> April/May 26 <b>Review:</b> N/A	<b>Verity Marshall and Eco Council</b>	Apply to <a href="#">Cornwall Climate and Nature Fund</a> for grants.  Contact the <a href="#">Forest for Cornwall Programme</a> to support and advise with tree planting.  Apply to PTA for bat boxes, bird-feeders and bug hotels.	Not started
<b>Create accessible outdoor spaces that enable students to connect with nature</b> Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.	<b>Start:</b> July 25 <b>Review:</b> N/A	<b>Wendy Hine</b>	Wendy created an area for all students to connect with nature. It has a variety of plants, trees and seating.	Complete

## 4. 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

NB. [Green Charter for schools in Cornwall & the Isles of Scilly](#)

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	Start: Jan 26 Review: July 26	Verity Marshall and Eco Council	Time allocated during celebration assemblies for meetings.	In progress.
<b>Set up a sustainability award for students or classes</b> Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	Start: April 26 Review: April 26	Verity Marshall and Eco Council	World Earth Day: <ul style="list-style-type: none"> <li>• Class competition lights off, water off, recycling</li> <li>• Competition for ways chn have improved environment outside of school</li> <li>• Competition for eco invention</li> </ul>	Not started

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Create an environment where lessons can be taught outside in all subjects</b>	Start: Jan 26 Review: July 26	Stephanie Moore	Set up timetable for weekly lessons to be taught outside to ensure action is completed. Teachers to choose which lesson this will be.	Not started

Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the <a href="#">Forest School Association</a> , <a href="#">Learning Through Landscapes</a> or the <a href="#">National Education Nature Park</a> .		<b>Verity Marshall and Eco Council</b>		
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GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Access the <a href="#">Climate Ambassadors scheme</a></b> Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	<b>Start: July 26</b> <b>Review: Sep 26</b>	<b>Verity Marshall and Eco Council</b>	Contact the scheme and invite speakers in.	Not started



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