

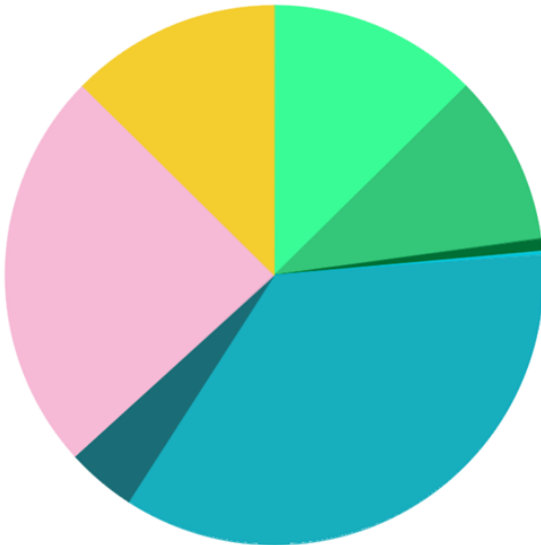
Climate Action Plan

North Cheshire Jewish Primary School

1 year plan Autumn 2026 – 2027



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Your school's carbon baseline: 243.83 t CO2e					Calculation: July 2026		Note: These figures are to be used as an indicative estimation.
Energy, Waste & Water	Fuel	1	28.7	13%			
	Electricity	2	23.1	10%			
	Waste	3	0.1	0%			
	Water	3	1.5	<1%			
Transport	School vehicles	1	0	0%			
	School trips	3	0.5	<1%			
	Student commuting	3	80.3	35%			
	Staff commuting	3	9.4	4%			
Food	Food	3	54.7	24%			
Purchasing & Uniform	Purchasing	3	29.1	13%			
	Uniform ***	Out-of-scope	16.6	n/a			

Climate Action Plan last reviewed: DD/MM/YYYY	★ = High carbon reduction potential	Overall projected carbon savings: 5-12%
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GETTING STARTED				
Action	Time frame	Stakeholders	Notes	Progress Tracker
Sign up to the Let's Go Zero campaign 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.	Start: Review:			Complete
Add sustainability plans, projects and successes to your school website and share through wider communications 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.	Start: Review:		You can download your LGZ certificate here Share - Lets Go Zero and find examples of copy to add to your website.	
Set up a sustainability working group 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.	Start: Review:			

1. DECARBONISATION AND ENERGY EFFICIENCY

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient.

ENERGY - BUILDINGS

Action	Time frame	Stakeholders	Notes	Progress Tracker
Draught proof doors and windows and ensure they open and close correctly Draught-proof areas around old or ill-fitting doors and windows to prevent energy and heat loss. Have new sealed windows and doors installed or opt for cheaper measures such as draught strips, brush seals or refurbishment to remove build-up of paint.	Start: Review:			

ENERGY – BEHAVIOURAL CHANGE

Action	Time frame	Stakeholders	Notes	Progress Tracker
Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: Review:			
Introduce a school policy around lighting use Having a lighting policy is a quick win, and a great way to get students on board. Get the eco-club to design 'switch off' signs or stickers to display by all lighting switch panels around the school. This may also include getting staff to consider whether they need all lights on in a room at a time where zoned lighting is possible, and how much light these provide.	Start: Review:		A great activity for a group of pupils: The Snaith School Activity Energy Sparks Example policy: Energy Sparks	

Implement a power down strategy for electrical devices and appliances 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.	Start: Review:		Run a holiday switch off campaign Energy Sparks opportunity-4-it-equipment-switch-off.pdf	
Ensure staff understand how to heat their rooms in the most energy efficient manner Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues.	Start: Review:			
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) 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.	Start: Review:		You can also send an excel document containing half hour energy data to DM at LGZ, for a basic analysis of energy use peaks and troughs and to highlight any potential savings.	
Implement a power down strategy for energy-intensive appliances over holidays Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.	Start: Review:			

FOOD

Action	Time frame	Stakeholders	Notes	Progress Tracker
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.	Start: Review:		Lots of 'ready to go' resources for lessons and assemblies here: Canteen to Classroom - ProVeg United Kingdom	
 Introduce a plant-based/planet friendly day This could be introduced as part of your transition to the new food regulations.	Start: Review:		You could use this template with older pupils to get their input on menu changes: LGZ School Food Student Survey - for cafeteria users TEMPLATE – Copy form	
Grow food for use in food tech classes or by pupils/community Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community.	Start: Review:		Food Growing Resources Trees for Cities Specific practical how-to guides (eg. 'how to grow in raised beds') and specific guides on how to grow different crop species from herbs to flowers to vegetables. Growing Food at School: A Beginner's Guide This WWF guide offers brief introduction with practical ideas on what fruit and veg to grow – and on where, when and how to grow them.	

WASTE

Action	Time frame	Stakeholders	Notes	Progress Tracker
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: 'Reduce -> Reuse -> Recycle' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	Start: Review:			
Actively encourage and enable community reuse Normalise acquiring preloved and giving away items for low or no cost. Run regular 'Sustainable Swap' events, and/or set up dedicated 'Swap Spaces' for items such as clothes, toys, books, etc. Could be used as a fund-raising opportunity. Can be incorporated into other school events. Older pupils can be involved in the delivery.	Start: Review:		Continue to promote pre-loved books and costumes as part of World Book Day	In progress

TRANSPORT

Action	Time frame	Stakeholders	Notes	Progress Tracker
Set up or increase the uptake of students on school bus routes	Start: Review:			

2. CLIMATE ADAPTATION & RESILIENCE

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

WATER

Action	Time frame	Stakeholders	Notes	Progress Tracker
Check site for leaks using your water meter Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	Start: Review:		Free water saving visits United Utilities	
Monitor water usage on a regular basis Monitor your water usage on a regular basis by assessing water bills or by getting a water meter (similar to a smart energy meter but for water). Use the findings to inform any changes that can be made to improve efficiency (i.e. low flow taps) and compare the before/after benefits of any solutions installed.	Start: Review:		A basic formula for average use of water is 3-4 cubic metres per pupil, per year.	

3. BIODIVERSITY AND GREEN INFRASTRUCTURE

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond.

Action	Time frame	Stakeholders	Notes	Progress Tracker
Take part in The Nature Park The Nature Park aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Review:			
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' 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.	Start: Review:		Wildflowers in Schools Eden Project Free trees for your school in Greater Manchester City of Trees carry out on-site surveys and then come back to plant the trees with the pupils – all free increasing_biodiversity_school_grounds.pdf	

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.

CULTURE

Action	Time frame	Stakeholders	Notes	Progress Tracker
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives 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: Review:		How to start a school green team Green Schools Project Free resources to help set up and run a school eco-team, including a coordinator guide,	

			information and activities you can do with pupils about the climate crisis, as well as guidance on how to run projects such as energy saving, youth activism, wildlife, food, waste and more.	
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