

Academy Level Climate Action Plan

Name of Academy: Oxenhope C of E Primary School

No	Action	Priority Action Area	Implementation-What and how are we going to do it	Target Impact-What difference do we hope to see	Timescale/D eadline	Who Leads	Evaluation of action/result of action
1	Baseline reporting and data collection	Climate education, training and jobs	Academy Business Leaders and Sustainability Leads to review Count your Carbon software and report to Deputy CFO for trust wide consolidation. Results of the count your carbon software to be presented to the academy eco committee to help drive further eco endeavours Count Your Carbon	To ensure that data regarding carbon emissions is still relevant so that action plans can be tailored effectively	Summer 26	Academy Business Leaders and Sustainability Leads	
2	Develop a member of staff to become the academy Sustainability lead/ Further develop the current sustainability Lead	Climate education, training and jobs	In line with the DfE Sustainability and Climate Change Strategy which states that all settings must have a sustainability lead by Sep 2025, the academy will further develop the current sustainability lead on the current DfE guidance/ Develop a member of staff to be the sustainability lead.	Clear leadership for sustainability in place to help: increase the confidence and expertise of staff and students in understanding climate change and how positive change can be achieved	Autumn 25	Academy Leadership, Deputy CFO	

			The sustainability Lead role is set out in the BDAT document below, however this is not exhaustive. Sustainability Lead Responsibility Description	create a culture that prioritises sustainability help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs			
3	Student leadership and Involvement: Empower students to take an active role in driving climate action initiatives	Climate education, training and jobs	preparing students for a world impacted by climate change through learning and practical experience by creating a student led Eco-Committee. The Eco-Committee role is set out in the BDAT document below, however this is not exhaustive. Eco-Committee Responsibility Description	Drive adoption: When students are inspired, they're more likely to share their learnings with family, friends and the wider community, empowering more individuals to make positive change or live more sustainably. Improve Policy: Informed students, and those they influence, can then vote for, or even design the right policy reforms needed to decarbonise our society	Autumn 25	Academy Leaders and Sustainability Leads Eco Warriors	
4	Ensure that BDAT and its academies are part of national networks and is at the forefront of the DfE educational sustainability Policy	Climate education, training and jobs	Engage with Lets Go Zero climate action advisors support: Climate Action Advisors are experts, who offer free support for schools, colleges, and nurseries across England on sustainability action planning	LGZ support schools to understand their carbon impact, make effective plans, and find funding and resources.	Summer 26	Academy leaders and Business Leaders and Sustainability Leads	

			LGZ also spotlight local opportunities for how schools can work together. Climate Action advisor for BDAT: Rob Cattrall Rob.Cattrall@letsgozero.org Climate Action Advisor Team Leader- North East & Yorkshire and Humber				
5	Healthy Living	Climate education,	Provide daily opportunities for physical exercise Provide healthy meals and snacks to all children Teach children the importance of healthy food and exercise Children to have access to fresh drinking water when they want it Write letters to parents encouraging them to walk, scoot or cycle to school when possible. Discuss benefits Each class grow its own fruit, vegetables, or herbs (EYFS develop a sensory garden) Start an eco-newsletter with hints and tips - include tasty and healthy recipe ideas (including plant-based recipes)	children understand the importance of daily exercise children can talk about healthy/unhealthy foods children understand the value of drinking water daily	Christmas 25	Academy leaders	

			Have a suggestion box, so they can address environmental concerns and combat eco anxiety				
6	Waste and Litter	Climate education,	Use correct bins for recycling Re-use items such as water bottles, yoghurt pots, kitchen roll tubes in craft activities Encourage children to use both sides of a piece of paper To continue to show that we feel proud of our school when it is clean and tidy To continue to check playground / outside area and classrooms / playrooms to encourage everyone to make sure they are tidy – eco warriors Virtual Visit from Christmas litter elf Eco warriors do an assembly about keeping the environment Participate on Keep Britain Tidy's Great Big School Clean Invite members of the school community (e.g., families, businesses, nearby schools, council members etc.) to participate in a litter pick Have a food swap basket available in the hall for children who don't want to eat everything in their lunchboxes	Children can talk about the harmful effects of litter. Cleaner classes and playground. Children take part in recycling both in school and at home.	By April 26	Academy Leaders	

	Biodiversity	Climate education,	Teach children about the importance of biodiversity and what we can do to help To observe wildlife in our school grounds through our trail cameras Take part in the RSPB - big garden birdwatch or school specific equivalent Minibeast survey Create habitats such as bug hotels	Children can talk about what they have learnt and show some understanding of biodiversity and how they help Children can watch weekly the images caught from our trail cameras and become aware of the different wildlife and how to attract it within our outdoor environment Children are familiar with and can name the different birds /minibeasts	By May 26	Eco warriors Academy Leaders	
	Energy	Climate education,	'Switch Off' signs and posters will be placed around school to encourage people to turn off lights and clever touch screens when rooms are empty. We will be carrying out 'spot checks' in classrooms to ensure these are turned off when not in use Children will be able identify modes of transport which are more eco-friendly A walk to school week or any other similar campaign Survey the staffroom, do more than half of staff members walk, cycle, use public transport or car share to travel to school	The school will reduce the amount of energy it uses. Children become aware of making responsible choices about energy Children will begin to understand the concept of eco and non eco friendly modes of transport.	By July 26	Eco warriors Academy Leaders	

p