SPHERE FEDERATION

Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Climate action plan

Review history: Reviewed regularly; see date in document label

This action plan template and some of its content is based on one created by Let's Go Zero to support schools (17.09.25).

LET'S GO ZERO 2030

Progress key
Not started
In progress
Stalled
Complete
★ high carbon reduction action

GET STARTED				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**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:** October 2025 **Review:** February 2026	**DR**		Completed, 09.25
Calculate your school's carbon footprint using Count Your Carbon This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.	**Start:** October 2025 **Review:** February 2026	**SQ**	The estimated total carbon footprint (tonnes of Carbon Dioxide Equivalent) for Sphere Federation schools, alongside most significant emissions areas, are: **109.24** (fuel 33%, food 31%, purchasing 20%, pupil commuting 11%) **134.75** (food 43%, purchasing 19%, fuel 19%, electricity 9%) **192.01** (food 37%, purchasing 24%, fuel 16%, pupil commuting 13%)	Completed, 02.26
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.	**Start:** October 2025 **Review:** February 2026	**DR**		Completed, 09.25
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:** October 2025 **Review:** February 2026	**DR**		Completed, 09.25

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**
★ **Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set** 18ºC is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43ºC (stored at 60ºC). 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%, according to the DfE.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, RA**	St James' CE Primary: ASHP - room temperature is set between 18ºC and 19ºC. Scholes (Elmet) Primary: room temperature is set around 20ºC; RA will lower this. Moortown Primary: room temperature is set between 18ºC and 19ºC.	
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:** October 2025 **Review:** February 2026	**DR, SQ, RA**	All schools have well-fitting windows and doors. Wooden doors at Moortown Primary have a draught strip.	
★ **Insulate your building** Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, RA**	None of the buildings have cavity walls. St James' CE Primary: thermal fleece insulation under rubberised roof. Scholes (Elmet) Primary: Kingspan 75mm insulation under flat felted roof. Moortown Primary: slate room with rockwool insulation. Will look at alternatives when this needs replacing.	
★ **Double glaze all windows where possible** Replace any single glazed windows with double glazing or add secondary glazing to enhance energy efficiency, save money, reduce external noise and create a more accessible learning environment.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, RA**	All external windows across Sphere Federation are double glazed, with the exception of two windows at St James' CE Primary which are under rain shelters. Will double glaze these when they need replacing.	
Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, RA**	St James' CE Primary: only two radiators (office) have TRVs installed. However, the ASHP maintains a constant temperature of the building. Scholes (Elmet) Primary: all radiators are fitted with TRVs. Moortown Primary: all radiators are fitted with TRVs.	
Install LED lighting Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only	**Start:** October 2025	**DR, SQ, RA**	Scholes (Elmet) Primary: around third still to do (hall, Y5,6 building, kitchen-hall corridor), Nursery, staff room).	

intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.	**Review:** February 2026		St James' CE Primary: all lights are LED (under LCC scheme) Moortown Primary: all lights are LED (under LCC scheme)	
ENERGY – BEHAVIOURAL CHANGE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Incentivise students to address energy usage Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	**Start:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**	In process of talking to the JLT to establish 'eco-monitors' in checking of lights at lunchtime and also being aware of making sure lights are on auto.	
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:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**	Staff reminded about lights off learning on a regular basis – it has been noticed that more classes have been doing this and in the office.	
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:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**		
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:** October 2025 **Review:** February 2026	**DR, SQ**		
Ensure catering staff understand how to use energy efficiently in the kitchen	**Start:** October 2025	**DR, SQ**		

Provide CPD training or guidance on energy efficiency to your in-house catering team or speak to your catering provider about providing it for their staff, e.g. only using electrical equipment when needed, avoiding preheating for longer than necessary, and ensuring drinks fridges are covered to prevent energy loss and turned off at nights and weekends.	**Review:** February 2026			

FOOD				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**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:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**		
Reduce the quantity of meat in meat-based meals Explore and implement the addition of meat alternatives into meal-based meals such as lasagne, bolognese, shepherds and cottage pies etc. Lentils and pulses are excellent substitutes. ProVeg can offer free advice around this.	**Start:** October 2025 **Review:** February 2026	**DR, SQ**		
Run a campaign to reduce plate waste from pupils Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started.	**Start:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**		

WASTE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Carry out a bin audit to ensure mandatory recycling requirements are being met New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.	**Start:** October 2025 **Review:** February 2026	**DR, PW**		
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	**Start:** October 2025 **Review:** February 2026	**PW**	Tuesday Viewsday assembly about recycling using reduce, reuse, recycle is part of the two-year cycle. Extra school visit to Veolia recycling centre in Leeds considered but is just a classroom session at the	

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.			centre and does not involve a tour of the facilities so will not proceed.	
Run waste/plastic reduction initiatives or campaigns with pupils and staff 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 Plastic Clever School using their free resources.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, CW, KH, NB**	New routines and new clearly labelled bins mean that most stakeholders are confidently disposing of rubbish correctly. Regular reminders about this in briefings and in assemblies.	
Monitor paper use and take steps to reduce consumption Use printer management software such as PaperCut to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and B&W printing. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays throughout classrooms and offices.	**Start:** October 2025 **Review:** February 2026	**DR, SQ**	PaperCut installed Spring/Summer 2026. Staff have to physically put a code in at the printer before it is released. This means that if things are sent to print by mistake, they do not automatically get printed. As a result, PaperCut has reduced the amount of paper used. Next steps: -conduct an assessment of paper use before and after installation -conduct an assessment of printing in order to identify any area where printing is significantly higher	

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
★ **Develop your uniform exchange and extend existing reuse practices.** 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!	**Start:** October 2025 **Review:** February 2026	**LF, CW, KH, NB**	QR code can be made that links parents to Arbor payment. Parents can then buy second hand uniform and make a voluntary contribution. Possible action: LF to speak to heads of school about logistics of this in each school eg where can the uniform and QR code be for parents? Office? Rail? Advertise this as climate action to encourage parents to buy second hand.	
Switch to recycled or sustainably sourced paper Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.	**Start:** October 2025 **Review:** February 2026	**SQ**	This was investigated. Recycled paper was more costly, and due to current school budgets we need to keep costs down as much as possible. Current paper is purchased from a company which is not carbon neutral. We're exploring sustainability and carbon-neutral; an alternative (eg Beyond Neutral) is carbon neutral.	

Develop a Sustainable Procurement policy A Sustainable Procurement Policy is a document that outlines your school or MAT's commitment to purchasing in a way that is both sustainable and ethical. You can find some further advice and links on creating a sustainable procurement policy here.	**Start:** October 2025 **Review:** February 2026	**DR, SQ**		

TRANSPORT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Raise awareness of air quality around school Educate children on the impacts of air pollution (ex; run an assembly) and/or monitor air quality around school. For instance, sign up for Asthma and Lung's Clean Air Champions for a free air quality monitor and access to a range of resources linked to the curriculum. You may also consider running an anti-idling campaign to address air quality around the school.	**Start:** October 2025 **Review:** February 2026	**PW**	October: Signed up for air quality monitor for all three schools. These should arrive at some point in Term 2. May: These have arrived and need to be set up to monitor air quality in June. Air quality assembly included in the Tuesday Viewsday two year cycle. STEM ambassador talk has taken place for Y5,6 classes from a lecturer at York University.	
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	**Start:** October 2025 **Review:** February 2026	**DR, SQ**	Scholes (Elmet) Primary, St James' CE Primary: EV charging points installed Summer 2025. Next step is to track charging.	

2. Climate adaptation and resilience

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

FLOODING AND OVERHEATING				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, CW, KH, NB**		
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures 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_2 levels using devices.	**Start:** October 2025 **Review:** February 2026	**DR, SQ, CW, KH, NB**		
Have a strategy for planting on site that considers shade and soil stability, and which species are most suitable Planting within viable locations can provide multiple benefits. Tree or plant species should be carefully selected based upon the location considered. Drought-resistant species or ones that require less watering may be more resilient. The Woodland Trust offers free packs for schools who wish to plant trees onsite.	**Start:** October 2025 **Review:** February 2026	**SQ**	Saplings obtained through The Woodland Trust for Scholes (Elmet) Primary and Moortown. These are in the process of being planted by Born of the Forest (Forest School providers) who are looking at the best locations for the species of trees we have.	
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days.	**Start:** October 2025 **Review:** February 2026	**CW.KH, NB**		
Install measures in classrooms that prevent overheating Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. External blinds/awnings. Solar film can be used but may cause heat retention as well and limit light into classrooms.	**Start:** October 2025 **Review:** February 2026	**DR, SQ**		

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Raise awareness around water consumption and efficiency 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.	**Start:** October 2025 **Review:** February 2026	**PW, CT**		

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**
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:** October 2025 **Review:** February 2026	**PW**	Signed up to the programme. There's a lot to do as part of it and I'm not sure how we'll find the time in the school day. Consider: Build elements of this into the Geography curriculum or it becomes a project with a group of pupils that happens each week with a member of staff.	
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.	**Start:** October 2025 **Review:** February 2026	**PW**	See above. These two actions are closely related.	
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:** October 2025 **Review:** February 2026	**CW, KH, NB**		
Create accessible outdoor spaces that enable students to connect with nature Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.	**Start:** October 2025 **Review:** February 2026	**CW, KH, NB**	In all three Sphere Federation schools, there are forest schools set up. This has given children more opportunity to connect with nature.	

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	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**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:** October 2025 **Review:** February 2026	**DR**		
Set up a sustainability award for students or classes 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:** October 2025 **Review:** February 2026	**CW, KH, NB**		
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	**Start:** October 2025 **Review:** February 2026	**DR, CW, KH, NB**		

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Amend your curriculum to incorporate sustainability Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	**Start:** October 2025 **Review:** February 2026	**PW**	Climate change and sustainability are built into some of the curriculum areas already. For example, there are strong links in Geography and Science curriculums but also links in the D&T curriculum. When reviewing curriculum plans, relevant links will be made to future topics.	
Set up a Forest School Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access Forest School regularly.	**Start:** October 2025 **Review:** February 2026	**OC, PW, CW, KH, NB**	In all three Sphere Federation schools, there are forest schools set up. This has given children more opportunity to connect with nature.	

GREEN SKILLS AND CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	**Start:** October 2025 **Review:** February 2026	**PW**		
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.	**Start:** October 2025 **Review:** February 2026	**PW**		
Access existing local and regional authority programmes to boost green skills Contact your local authority sustainability team and education business partnership, who can support staff and pupils to be involved in local and regional green skills programmes.	**Start:** October 2025 **Review:** February 2026	**PW**		