

# Climate Action Plan

## Name of Education Setting: The Cowplain School

1 year plan Autumn 2025 – Autumn 2026

Main point(s) of contact email: [e.zambo@cowplainschool.co.uk](mailto:e.zambo@cowplainschool.co.uk)

## The ABCs of Climate Action Plans

A Climate Action Plan sets your education setting, nursery or college up for a sustainable future — whether it's through your buildings, outdoor spaces or curriculum. It's centred around four pillars which help bring about a multitude of wellbeing, learning and environmental benefits for your learners and your community:

- Adaptation and resilience
- Biodiversity
- Climate education and green careers
- Decarbonisation



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Find out more: [letsgozero.org](https://letsgozero.org) [sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk) [educationnaturepark.org.uk](https://educationnaturepark.org.uk)  
[climateambassadors.org.uk](https://climateambassadors.org.uk)

# 1. Action Plan Goal: 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: How can education settings adapt their buildings and systems to prepare for the effects of climate change?

### Prompt Questions:

1. Has the education setting undertaken an assessment of climate and weather risks?
2. Has the education setting experienced the effects of extreme weather in the past e.g. **high temperatures in summer**, flooding of buildings or grounds?
3. What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
4. Who are the important people in the setting with responsibilities for preparing for and responding to these events?
5. **Does the setting have any vulnerable staff or students that could be at greater risk?**
6. **Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?**
7. **Does the education setting have any existing plans for action in the event of a heat wave or flood?**
8. Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

Action (Staff)	Steps	Timeframe/Responsibility/Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Assess risk and vulnerability to climate change	<p>Use tools to assess climate risk</p> <p>Vulnerability analysis to identify the most at-risk areas of the school (old building, vulnerable staff/students)</p>	<p>2 months</p> <p>Staff: Teaching staff, site team, SLT</p> <p>Start: January 2026</p> <p>Review: September 2026</p>	<p>Cost: Dependent on actions chosen</p> <p>Useful Links: <a href="#">Local Climate Adaptation Tool (lcat.uk)</a></p>	

Improve classroom environments during hot weather	<p>Audit classrooms in terms of ventilation and blinds</p> <p>Add blinds to identified classrooms</p> <p>Ensure windows can be opened safely</p> <p>Change uniform expectations, educate/encourage students to wear sunhats and sunscreen</p> <p>Audit shade situation in break areas</p> <p>Planting trees in the correct space to provide natural shade</p> <p>Look into energy sparks audit.</p> <p>Install classroom thermometers</p> <p>Have a policy to adjust hours during periods of extreme weather</p>	<p>6 months to 1 year - Next audit Easter 2026</p> <p>Staff: Teaching, Support, Site and SLT</p> <p>Start: March 2026</p> <p>Review: July 2026</p>	<p>Cost: Blinds, Trees, Energy Sparks Audit</p> <p>Useful Links: <a href="#">Hot weather and heatwaves: guidance for schools and other education settings – The Education Hub (blog.gov.uk)</a></p>	
Increase staff and students' knowledge of resilience and adaptation by raising awareness in assemblies and CPD sessions	<p>Involve students and staff in resilience building.</p> <p>Recruit student client ambassadors</p> <p>Recruit staff to be part of the climate group</p> <p>Integrate climate education into reflection time programme, science and geography (audit and adapt)</p>	<p>Staff: Teaching, SLT</p> <p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Resources in link allow students to think about their place and different environments and how a changing climate might impact this</p> <p>Cost: Free</p> <p>Useful Links: <a href="#">Climate Ready Places: Lesson Plans - Adaptation Scotland</a></p>	

## Water

Action	Steps	Timeframe/Responsibility/Key Stakeholders	Information and/or resources required/Cost	Target and Progress
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Increase staff and students knowledge of water conservation practices	Run a campaign (with student climate ambassadors). Assembly, posters or a climate newsletter about conserving and not wasting water.	Staff: Teaching, Support, SLT  5 months  Start: March 2026  Review: July 2026	Cost: Free  Useful Links: <a href="#">The Pod   Water Week (jointhepod.org)</a>  <a href="#">Conserving water / RHS Campaign for School Gardening</a>	
Monitor drains and install water efficient fixtures wherever appropriate	Push tap fixtures in all student toilets  Drains to be kept clear  Installed drainage into school field (completed Sept 24)  Pooling in specific areas maintained by site staff	Staff: Site  Start: ongoing  Review: March 2026	Cost: Ongoing	

## 2. Action Plan Goal: Biodiversity

Creating habitats and adopting practices that will enhance species diversity on the education setting estate and beyond

### Nature

#### Prompt Questions:

1. Has the education setting mapped and recorded biodiversity on their campus?
2. Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity?
3. Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity?
4. Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
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Find out more: [letsgozero.org](#) [sustainabilitysupportforeducation.org.uk](#) [educationnaturepark.org.uk](#)  
[climateambassadors.org.uk](#)

Increase biodiversity on school site by introducing no mow areas and by planting trees	<p>KWB to investigate having a further area located within the main school site, next to Conan Doyle. However, may need to look at risks of the increase in ticks.</p> <p>School is looking to plant approx. 40 additional trees as part of a planning application for the new Performing Arts Building.</p>	<p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Cost: N/A</p> <p>Useful Links:  <a href="https://www.countryfile.com/news/no-mow-may-why-you-should-lock-up-your-lawnmower-on-1st-may">https://www.countryfile.com/news/no-mow-may-why-you-should-lock-up-your-lawnmower-on-1st-may</a> </p>	
Increase biodiversity by rewilding areas of school grounds	<p>Currently the school has two no-mow areas which are located in the Nature Reserve and at the end of the school field.</p> <p>Forest school have planted lots of wild flower seeds to try to encourage insects to the no-mow areas. Further initiatives to be created with the Forest School.</p>	<p>Staff: Site, SLT</p> <p>Start: March 2026</p> <p>Review: July 2026</p>	<p>Cost: Free</p> <p>Useful Links: <a href="#">Operation Future Hope</a>  <a href="#">Seven simple ways to create a wildlife-friendly garden   Natural History Museum (nhm.ac.uk)</a>  <a href="#">How to make your garden wilder   Rewilding Britain</a> </p>	

Increase biodiversity by offering a gardening club and growing food in planters	<p>The RC and Rose Building have created vegetable planting areas and raised beds throughout 2025, growing vegetables which were shared with staff:</p> <p>Recruit a replacement Gardener to work with students.</p> <p>Create an after-school gardening club - also utilising the areas used by Rose and RC.</p> <p>Get staff, parents involved in maintenance harvest</p>	<p>Staff: Teaching, Support</p> <p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Cost: Free/low</p> <p>Useful Links: <a href="#">Simple gardening club ideas / RHS Campaign for School Gardening</a></p> <p><a href="#">Food Growing and Gardening   edible rotherhithe</a></p>	
Increase staff and student's knowledge of biodiversity	<p>Involve students and staff in biodiversity initiatives.</p> <p>Integrate the importance of biodiversity into reflection time programme, science and geography (audit and adapt)</p> <p>Explore Kew Garden Competitions, events</p>	<p>Staff: Teaching</p> <p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Cost: Free</p> <p>Useful Link: <a href="https://endeavour.kew.org/challenge">https://endeavour.kew.org/challenge</a></p>	

### 3. Action Plan Goal: Climate education 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

#### 3. Culture

##### Prompt Questions:

- In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages?

Find out more: [letsgozer.org](https://letsgozer.org) [sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk) [educationnaturepark.org.uk](https://educationnaturepark.org.uk)  
[climateambassadors.org.uk](https://climateambassadors.org.uk)

- How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources?
- Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme?
- Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities?
- What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Share with staff and pupils what climate change action we are taking by promoting successes and achievements	Deliver Assemblies during climate week	Staff: SLT, climate team, teaching staff  1 week  Start: March 2026  Review: March 2026	Cost: Free  Useful Links: N/A	
Increase our school's knowledge of climate change initiatives by joining a climate network(s).	Join Hampshire Climate Conference Join Hampshire Climate Unity Art projects Offer the idea of sustainability training to governors (offered by HIAS, email: to arrange governor training <a href="mailto:governors@hants.gov.uk">governors@hants.gov.uk</a> . Join Let's go Zero, Climate Ambassadors and National Education Nature Park	Staff: SLT, climate team, teaching staff  Start: December 2026  Review: July 2026	Cost: Free  Useful Links: Emma Groves, Climate Advisor: <a href="mailto:emma.groves@hants.gov.uk">emma.groves@hants.gov.uk</a>  <a href="https://re.hias.hants.gov.uk/course/view.php?id=128">https://re.hias.hants.gov.uk/course/view.php?id=128</a>  <a href="https://letsgozero.org">UK Climate Change • Let's Go Zero (letsgozero.org)</a>  <a href="https://eco-schools.org.uk">Home - Eco Schools (eco-schools.org.uk)</a>  <a href="https://climateambassadors.org.uk/">https://climateambassadors.org.uk/</a>  <a href="https://www.educationnaturepark.org.uk/">https://www.educationnaturepark.org.uk/</a>	

Increase schools' knowledge of climate change by running a student led climate project.	Recruit climate ambassadors Empower students to come up with their own climate challenge initiative Work with students to develop proposal and plans using available resources Conduct Project Recognise and celebrate students achievement	Staff: Teaching, climate team, SLT  Start: January 2026  Review: July 2026	Cost: None/low  Useful Links: <a href="#">Case studies   Royal Society</a> <a href="#">Partnership Grants   Royal Society</a>	

### 3. Curriculum, Green Skills and Careers

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
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Embed sustainability and climate education in the wider curriculum by incorporating it in more lessons, tutor time and the careers programme	Recruit team of teachers to be part of climate team Audit curricula Embed climate change in further lessons Review impact Arrange external speakers to visit assemblies or deliver workshops Focus careers week on green careers Hold a climate anxiety workshop Enrol students in virtual green WEX, enrol students using link.	Staff: Climate team, SLT, teachers  Start: January 2026  Review: December 2026	Cost: Free  Useful Links: <a href="#">Teaching for Sustainable Futures</a>  <a href="#">Brighton and Hove's Our City Our World tool</a>  <a href="#">Teach the Future website</a>  <a href="#">Eco Active's Green Influencers Scheme</a>  <a href="#">Energy Garden</a>  <a href="#">Climate Ed,</a>  <a href="#">Training   LSBU Green Skills Hub</a>	
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## 4. Action Plan Goal: Decarbonisation

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

### 4. Energy – Buildings & Infrastructure

Prompt Questions:

1. What are the total carbon emissions of the education settings operations?
2. How efficient are the education settings buildings?
3. How could the education setting retrofit their estate and improve energy efficiency?
4. Could the education setting reduce their waste and encourage reuse and recycling?
5. Does the education setting adopt sustainable procurement practices?
6. Does the education setting have food bins or compost their food waste on site?

7. Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?

Action	Steps	Timeframe/Responsibility/ Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Reduce carbon emissions by installing motion sensors to switch lights off	During any whole classroom refurbishment motion sensors are installed.  Any general light replacements are LED.	Staff: Site, SLT  Start: Ongoing  Review: July 2026	Cost: as costs arise  Useful Links:	
Renew windows by replacing old windows	Due to financial constraints, the school works to maintain a rolling programme of window replacements. Old wooden framed sash windows are replaced with new aluminium double glazed windows which offer better insulation.	Staff: Site, SLT  Start: Ongoing  Review: July 2026	Cost: ongoing - spend around £20K per annum  Useful Links:N/A	
Reduce carbon emissions by insulating and waterproofing flat roofs	The school has successfully received funding in 2025 to have 50% of it's flat roofs insulated and replaced.	Staff: Site, SLT  Start: Ongoing  Review: March 2026	Cost: £105K  Useful Links: N/A	

Reduce carbon emissions by assessing how well the heating system is used	<p>Complete Boiler assessments</p> <p>Audit staff on perceived effectiveness of heating. Are there areas where the rooms get too hot?</p>	<p>Staff: Site, SLT</p> <p>Start: Ongoing</p> <p>Review: March 2026</p>	<p>Cost: to be looked into</p> <p>Useful Links: N/A</p>	
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#### 4.Procurement

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Encourage staff to order from more sustainable alternatives.	<p>Share information on more sustainable order options with staff. Encourage staff to plan ahead so ordering from more sustainable sites is possible.</p> <p>Monitor department, school orders and suggest more sustainable sources to order from</p>	<p>Start: March 2026</p> <p>Review: September 2026</p>	<p>Cost: free</p> <p>Useful Links:  <a href="https://countysuppliesonline.hants.gov.uk/sustainability">https://countysuppliesonline.hants.gov.uk/sustainability</a> </p>	
Move to more sustainable energy supplier using higher levels of renewable energy sources	<p>Current energy suppliers is the DfE recommended Crown Commercial V30 basket:  <i>The energy supply is from the supplier's standard 'Brown' product. Everyone who uses this supply gets 30-40% renewable energy through the UK power grid. This percentage is</i> </p>	<p>Start: September 2025</p> <p>Review: September 2026</p>	<p>Cost: free</p> <p>Useful Links: <a href="#">Energy for Schools Guidance - Energy for Schools</a></p>	

	<p><i>increasing as more renewable energy sources are added to the grid. You can choose to pay more for a product that contains more renewable energy.</i></p>			
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4.Food				
Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Assess sustainability standards in school food policy or contract	<p>Explore contract type and options school has to improve sustainability features of food contract. Talk to kitchen staff</p>	<p>Staff: SLT</p> <p>Start: March 2026</p> <p>Review: April 2026</p>	<p>Cost: Free</p> <p>Useful Links: Encourage kitchen staff to complete <a href="#">Chefs in Schools Training</a> to learn to provide healthy and sustainable food.</p>	
Reduce food waste by collecting food waste across the school and composting on site	<p>This is already taking place in Food Preparation Classrooms and the Kitchen.</p> <p>Get a compost bin</p> <p>Use compost for school gardens</p>	<p>Start: Ongoing</p> <p>Review:</p>	<p>Cost: £100</p> <p>Useful Links: <a href="#">Get your school composting for free</a></p>	

Reduce meat consumption by having a Plant day a week	<p>Explore meat free days with the kitchen team.</p> <p>Put together a meat free menu with students</p> <p>Teach the benefits of reduced meat and more plant in diets in science and food preparation lessons</p> <p>Teach how to make nutritional and tasty vegetarian meals</p> <p>Review Food Prep and Science curriculum to include opportunities</p> <p>Deliver meat free menu</p> <p>Collect student voice</p>	<p>Staff: SLT, climate team, kitchen staff, Food and Science teachers</p> <p>Start: March 2026</p> <p>Review: July 2026</p>	<p>Cost: Free</p> <p>Useful Links:</p> <p><a href="#">ProVeg UK</a></p> <p><a href="https://meatfreemondays.com/get-involved/educators/">https://meatfreemondays.com/get-involved/educators/</a></p> <p><a href="https://thinkkind.org/meatless-mondays-school-kit/">https://thinkkind.org/meatless-mondays-school-kit/</a></p>	
Increase staff and school's knowledge of the impact of food production and consumption on climate change	<p>Develop and run a sustainable food campaign with student climate ambassadors and link to national campaigns</p> <p>Deliver assemblies</p> <p>Review Food Prep Curriculum to include the impact of food choices on climate change</p>	<p>Start: May 2026</p> <p>Review: September 2026</p>	<p>Cost: Free</p> <p>Useful Links: <a href="#">WRAP's Love Food Hate Waste campaign</a></p> <p>Run <a href="#">Food Waste Action Week</a> with support from WRAP</p> <p><a href="https://www.schoolfoodmatters.org/">https://www.schoolfoodmatters.org/</a></p>	

#### 4.Transport

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
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Cycle skills training for students	Offer cycle racks Safe enclosed cycle storage Offer cycle maintenance Introduce cycle safety assemblies Invite PCSOs to come out to school Contact voluntary organisation to speak to students about road and cycle safety.	Staff: SLT (JPS)  Start: March 2026  Review: October 2026	Cost: Free  Useful Links: <a href="https://www.rosipa.com/road-safety/road-safety-projects/active-travel/school-communities/how-to-support-walking-and-cycling-to-and-from-school">https://www.rosipa.com/road-safety/road-safety-projects/active-travel/school-communities/how-to-support-walking-and-cycling-to-and-from-school</a>  <a href="https://www.brake.org.uk/how-we-help/raising-awareness/our-current-projects/news-and-blogs/cycling-to-school-safely">https://www.brake.org.uk/how-we-help/raising-awareness/our-current-projects/news-and-blogs/cycling-to-school-safely</a>	
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#### 4.Waste

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Reduce waste by lowering single use plastics in canteen, and single use plastic bottles	Further replace plastic wrapping with paper wrapping Encourage students to bring refillable Introduce idea of plastic free July Develop and implement idea	Staff: Kitchen Team, SLT  Start: To be discussed  Review: July 2026	Cost: Free  Useful Links: <a href="#">How To Reduce Plastic at the School Canteen - Plastic Free July</a>	

Encourage re-use by running second hand uniform event	<p>Liase with the main office staff to set up second hand uniform even.</p> <p>Look into reusing lost property</p> <p>Plan for a once every term event</p>	<p>Staff: SLT (ACS), Support staff</p> <p>Start:</p> <p>Review:</p>	<p>Cost: Free</p> <p>Useful Links: N/A</p>	
Waste Recycling	<p>Hazardous waste, Metal, Batteries and Electrical waste is currently collected and sent to recycle sites.</p> <p>Introduce a more thorough recycling system in classrooms and around the school. Should the school not have general, paper, plastic and can waste bins.</p>	<p>Staff: Site, SLT, teachers</p> <p>Start: January 2026</p> <p>Review: July 2026</p>	<p>Cost: Approx £1500 p/a</p> <p>Useful Links: N/A</p>	
Increase staff and students knowledge of the difficulties with recycling, encouraging reuse over recycling; running a campaign to remove single use plastics, promote repair and reuse	<p>Educate student and staff in assemblies.</p> <p>Introduce plastic recycling lessons into every subject in Y7 and Y8.</p>	<p>Staff: Teachers,</p> <p>Start: April 2026</p> <p>Review: December 2026</p>	<p>Cost: Free</p> <p>Useful Links:</p> <p><a href="https://www.suffolkrecycling.org.uk/Asset-library/spin-the-bottle-lesson.pdf">https://www.suffolkrecycling.org.uk/Asset-library/spin-the-bottle-lesson.pdf</a></p> <p><a href="https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/plastic-pollution/">https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/plastic-pollution/</a></p> <p><a href="https://www.hants.gov.uk/wasteandrecycling/recycleforhampshire/schoolsrecycling">https://www.hants.gov.uk/wasteandrecycling/recycleforhampshire/schoolsrecycling</a></p>	

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#### 4. Energy – Behaviour Change

Action	Steps	Timeframe/Responsibility / Key Stakeholders	Information and/or resources required/Cost	Target and Progress
Change behaviours by running a “Switch off” campaign	<p>Encourage students and staff to turn off lights and monitors during switch off fortnight</p> <p>Design stickers to go above light switches and on TV screen to remind staff to turn appliances of.</p> <p>Provide information to parents/carers focussing on possible savings per year.</p>	<p>Staff: Climate team, Display team, SLT, teachers, support staff</p> <p>Start: November 2026</p> <p>Review: December 2026</p>	<p>Cost: Free</p> <p>Useful Links:  <a href="https://www.twinkl.co.uk/event/switch-off-fortnight-2022-2026#:~:text=What%20is%20Switch%20Off%20Fortnight,lights%20when%20not%20in%20use.">https://www.twinkl.co.uk/event/switch-off-fortnight-2022-2026#:~:text=What%20is%20Switch%20Off%20Fortnight,lights%20when%20not%20in%20use.</a> </p>	



Changing light bulbs to LEDs	This is completed on a running programme.	Staff: Site  Start: Ongoing  Review: July 2026	Cost: ongoing  Useful Links: N/A	
Campaign of Reducing the amount of paper teachers using	Invite heads of department to pledge on areas where paper use will be cut. Introduce mandatory double sided printing Heads of department engage with their teams to develop plan and implement it. Staff training session are paper free. Educate students on the impact of paper (deforestation) use in the school, and how the use can be reduced. Run a paper free challenge day	Staff: Teaching team, climate team, support staff  Start: June 2026  Review: December 2026	Cost: free  Useful links: <a href="https://www.nottinghamshire.veolia.co.uk/sites/g/files/dvc1716/files/document/2014/11/PaperFreeChallengeDay.pdf">https://www.nottinghamshire.veolia.co.uk/sites/g/files/dvc1716/files/document/2014/11/PaperFreeChallengeDay.pdf</a>	



**Sustainability  
Support for  
Education**

Sustainability Support for Education is an online service for sustainability leads. From setting up a sustainability team or embedding climate change in the curriculum, to carrying out an energy efficiency assessment or adapting for flooding and overheating, you can find all you need for planning a holistic approach.  
[sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk)



**National  
Education  
Nature Park**

The National Education Nature Park brings together education settings into a virtual nature park, taking action to support nature's recovery. Curriculum-linked teaching resources and activities encourage a connection to nature, improve wellbeing, develop skills, knowledge and agency.  
[educationnaturepark.org.uk](https://educationnaturepark.org.uk)

**Find out more:** [letsgozero.org](https://letsgozero.org) [sustainabilitysupportforeducation.org.uk](https://sustainabilitysupportforeducation.org.uk) [educationnaturepark.org.uk](https://educationnaturepark.org.uk)  
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# CLIMATE AMBASSADORS

In association with EAUC, STEM Learning and the  
University of Reading

For extra help with getting started or  
delivering your plan, you can register for  
free, in-person support from the Climate  
Ambassadors Programme or with their  
partners at Let's Go Zero.

[climateambassadors.org.uk](https://climateambassadors.org.uk)



Climate Action Advisors are experts, who  
offer free support for schools, colleges, and  
nurseries across England. They support  
schools to understand their carbon impact,  
make effective plans, and find funding and  
resources. They work with schools of any  
size, even those that are just starting their  
sustainability journey. They also spotlight  
local opportunities for how schools can work  
together. [letsgozero.org](https://letsgozero.org)

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[climateambassadors.org.uk](https://climateambassadors.org.uk)