



Climate Action Plan



The Winterton Federation

1 year plan 2026 – 2027

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Climate Action Plan last reviewed: 05/05/2026	★ = High carbon reduction potential	Overall projected carbon savings: TBC%
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Actions by School:

Winterton Junior School - **WJ**

Winterton Church of England Infants' School – **WI**

Both School - **Both**

GETTING STARTED

Action	Time frame	Stakeholders	Notes	Progress Tracker
Both Sign up to the Let's Go Zero campaign	Start:23/03/26 Review:03.27	JS/RC	Met with RB to discuss action planning and first steps towards our targets.	Complete

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.				
<p>Both Calculate your school's carbon footprint using Count Your Carbon</p> <p>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.</p>	<p>Start: 07/26 Review : ongoing</p>	RB/RC	Audit to begin in July 2026	
<p>Both Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>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.</p>	<p>Start:06/26 Review:06/27</p>	JS/RC/EL	<p>Social media awareness began</p> <p>Website presence in place</p> <p>Local press informed with press release Scunthorpe live</p>	
<p>Both Set up a sustainability working group</p> <p>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.</p>	<p>Start:06/26 Review:06/27</p>	JS/RC/TM/PH/JH/CB/EM	<p>Working group established with sustainability Lead in place (RC). Resources committee to have oversight of the action plan.</p>	

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
<p>Both</p> <p>Install a smart meters</p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.</p>	Ongoing	CB/JS/RC/Resources committee	Smart metres in place at both sites. SBM contacting LA to authorise half hourly reports	
<p>Both</p> <p>Ensure staff understand how to heat their rooms in the most energy efficient manner</p> <p>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. 18°C is the general recommendation for classroom temperatures, 16°C for Corridors and 21°C for offices, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C).</p>	Summer term 2026	PH/JH	Staff meeting to be held to inform all staff of temperature regulation	
ENERGY – BEHAVIOURAL CHANGE				
Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Incentivise students to address energy usage</p> <p>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</p>	Ongoing	Eco Leaders	Light switch off Turn off the taps Design a poster for community awareness Arrange switch off fortnight	

champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.				
<p>Both</p> <p>Take part in a switch off campaign</p> <p>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.</p>	September 2026	TM/Eco Warriors	Year 6 to plan for students in September	
<p>Both</p> <p>Ensure your site manager is effectively trained to optimise the Building Management System (BMS)</p> <p>Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's BMS systems. If you are using an energy monitoring system, then staff should be given access to CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems.</p>	TBC	PH/JH		
FOOD				
Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>★ Introduce a plant-based/Planet friendly day</p> <p>Adding a planet-friendly day increases your vegan and vegetarian meal uptake.</p>	Termly	Catering/JS/CB/RC	Chartwells to plan a plant friendly menu for a day	
<p>Both</p>	Start: 05/26 Review:05/27	JS/CB	Tendering to include questions on sustainability	

<p>Include Sustainability in tendering for provision of school meals.</p> <p>As part of renewing Catering contracts, consider their offers in relation to having the healthiest and planet-friendly menus.</p> <p>This year ProVeg launched the Contract Caterer Ranking. Caterers are ranked on their promotion of plant-based foods and the quality of plant-based dishes.</p>				
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WASTE

Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>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.</p>	<p>Start: Review:</p>		<p>Compost bins at infant school-caretaker to have cpd on what can be composted</p> <p>Curriculum leaders to look at current unit plans to identify opportunities for highlighting RRR</p> <p>Rb FROM Let's Go Zero to visit and conduct staff meetings, Eco Warrior sessions and assemblies plus a detailed audit</p>	

PROCUREMENT

Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p>	<p>Start:05/26 Review:05/27</p>	<p>DG/Resources committee</p>	<p>Learning mentor to establish an effective uniform exchange including</p>	

<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>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!</p>			<p>communication to parents and establish donation protocol. RC/TM/EM to create a marketing campaign to launch the thrift shop</p>	
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TRANSPORT

Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). 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.</p>	<p>Start:05/26 Review:05/26</p>	<p>EL/RC</p>		

2. CLIMATE ADAPTATION & RESILIENCE

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

ADAPTATION AND RESILIENCE

Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p>	<p>05/26</p>	<p>JS/RC</p>	<p>Signed up to heat alerts Heat Policy written for both schools</p>	

<p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>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, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.</p>				
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WATER

Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Check site for leaks using your water meter</p> <p>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.</p> <p>Both</p> <p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with Anglian water who 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.</p>	<p>Start:06/26 Review:06/27 Start: Review:</p>	<p>Year 6</p>	<p>Year 6 staff to use the Anglian water pack to plan a range of lessons to look at a reduction in water usage</p> <p>PP designed of project to use on website and social media to engage community</p>	

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
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<p>Both</p> <p>Take part in The Nature Park</p> <p>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.</p>	<p>Start:07/26 Review:07/27</p>	<p>All school transition project</p>	<p>All school to be involved in Nature Park activities during the summer transition - evidence recorded</p>	
<p>Both</p> <p>Establish a gardening/nature club</p> <p>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. Contact RHS for advice and Grant funding is often available for this e.g. Funding finders Education Nature Park and outdoor education Country Trust</p>	<p>Start:09/26 Review:09/27</p>	<p>RC</p>	<p>Environment created to support clubs June 2026 Nature club to be established at each school working on the climate action plan from September 26. Research grants Contact Woodland Trust for tree planting</p>	

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
<p>Both</p> <p>Appoint a sustainability lead with sufficient PPA and support.</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfil this role.</p>	<p>Start:02/26 Review:02/27</p>	<p>RC</p>	<p>Sustainability Lead appointed Resources committee appointed as lead for accountability PPA to be given as and when needed</p>	<p>Complete</p>

<p>Both</p> <p>Develop the Eco-Warriors group for pupils to lead on sustainability initiatives</p> <p>Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p>Start:09/26 Review:09/27</p>	<p>TM</p>	<p>Eco Warrior group appointed during transition with a focus on biodiversity</p>	
<p>Both</p> <p>Appoint a sustainability focused governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p>	<p>Start:05/26 Review:05/26</p>	<p>JS</p>	<p>Resources committee decided upon to act as lead for climate change</p>	
CURRICULUM				
Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Amend your curriculum to incorporate sustainability</p> <p>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.</p>	<p>Start:09/26 Review:09/27</p>	<p>Subject Leaders</p>	<p>To look at opportunities in their subject during staff training for climate change and sustainability</p>	
GREEN SKILLS & CAREERS				
Action	Time frame	Stakeholders	Notes	Progress Tracker
<p>Both</p> <p>Access the Climate Ambassadors scheme</p>	<p>Completed</p>	<p>JS/RC</p>	<p>Completed May 2026</p>	

Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics. North Lincs Contact for Schools				
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