

“Going Green” A Path to Biodiversity & Decarbonisation at Wycliffe CE Primary School

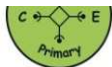
Name of Academy: Wycliffe CE Primary School

Reviewed: June 2026

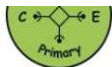
No	Action	Priority Action Area	Implementation-What and how are we going to do it	Target Impact-What difference do we hope to see	Timescale/ Deadline	Who Leads	Evaluation of action/result of action
1	Baseline reporting and data collection	Climate education, training and jobs	Academy Business Leaders and 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	Count your carbon footprint report completed By end of Sept 2025	Academy Business Leaders and Sustainability Lead	School is currently producing 227.10 tonnes of carbon



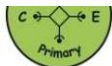
2	Develop a member of staff to become the academy Sustainability lead/ Further develop the current sustainability Lead	Climate education, training and jobs	In line with the DfE Sustainability and Climate Change Strategy which states that all settings must have a sustainability lead by Sep 2025, the academy will further develop the current sustainability lead on the current DfE guidance/ Develop a member of staff to be the sustainability lead. The sustainability Lead role is set out in the BDAT document below, however this is not exhaustive.	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	Sustainability lead is Gavin Hamilton EHT and eco-committee team already in place.	Academy Leadership, Deputy CFO	Sustainability lead attends all PLC's ABL and EHT have discussed carbon footprint results. EHT to share with Eco Council leader so can be fed into Council discussion
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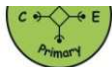
			Sustainability Lead Responsibility Description	create a culture that prioritises sustainability	September 2025		
3	Student leadership and Involvement: Empower students to take an active role in driving climate action initiatives		preparing students for a world impacted by climate change through learning 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 Council actions to be driven by details of report to help try further reduce footprint.	July 2024 April 25		Eco Council actions to be driven by details of report to help try further reduce footprint. School participated In "City of Culture" Spring Clean 2025. Activities included litter picking



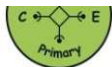
4	Ensure that BDAT and its academies are part of national networks and is at the forefront of the DfE educational sustainability Policy	Climate education, training and jobs	Engage with Lets Go Zero climate action advisors support: Climate Action Advisors are experts, who offer free support for schools, colleges, and nurseries across England on sustainability action planning LGZ 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	LGZ support schools to understand their carbon impact, make effective plans, and find funding and resources.	Nov 25	November – collaborative revision of plan with Rob Cattrall	Updated plan with additional actions
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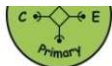
5	Improve school awareness of Biodiversity by introducing outdoor learning experiences for our staff and pupils utilising our renewed playground garden	biodiversity & climate education	Lower playground accessibility improved. Site refreshed to ensure it can be used more often. Two great resources to help with this. Nature Park- Lots of activities for students to complete e.g. wildlife surveys. Can be easily printed and used. Learning through landscapes- resources and funding for outdoor education.	Children to have daily opportunities to engage with nature in the this space. Outdoor lessons. Increased use of edible garden.	Spring 26	SLT/ABL Eco – Committee – School pupils	• New stairway access. • Increased access and supervision possibilities. • Safer Cleared corner. • Trees stripped back.
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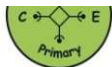
6	School to help reduce carbon footprint and expenditure by focusing on reducing paper usage	decarbonisation & adaptation & resilience	Paper recycling bins will be installed in every classroom All staff to look at their own paper usage and look for ways to reduce footprint Students/ staff could make a poster to stick next to the printer e.g. how to print double sided, how to print small booklets. Eco committee to perform spot checks of wastepaper trays and bins monthly (Hard one to measure as a bin which is more full may mean that teacher is recycling well OR that they are simply using more. If running a competition, % reduction in printing cost might be the easiest way to measure.) 6b) Wastebuster environmental education on how to help save the planet Wastebuster Eco Council to one Spring and one Summer assembly using the resources via the above link	Reduction in carbon emissions / Reduction in expenditure / Raising awareness of decarbonisation Eco Council to be the 'mouthpiece' for maintaining awareness	Sept 2025 b) Spr/Sum terms	SLT/ABL/Site Manager Eco – Committee – School pupils	
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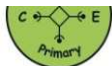
7	Decarbonisation-behaviour change: Take part in a switch off campaign	Decarbonisation	Take part in a switch off campaign, e.g. Switch Off Fortnight (10-23 November). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Aim for 10% reduction of energy use (the typical amount saved by participating schools).	Summer Term	Y6 led – post SATs	Reduction in energy use
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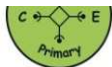
8	Decarbonisation-Buildings: Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set	Decarboni sation	18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). 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 .	Investigate possibility of £ reduction	Spring	Site manager and ABL	Money saving
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9	Decarbonisation-Transport: Run Active travel campaigns	Decarbonisation	Participate in annual Active Travel Campaigns. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives.	Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.	Jan 26	All staff – GH to introduce	Habit change
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10	Adaptation & Resilience: Subscribe to receive Heat Health Alerts and write a heatwave policy	Adaptation and Resilience	Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service . Familiarise your staff with updated DfE guidance on hot weather. Adopt the joint union heatwave protocol including short-term, medium term and long-term measures, where feasible	Better environment for all during heatwaves	Sept	SLT/ABL/Site manager	Children and staff able to function effectively still during such periods.
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Your total carbon footprint

227.10 **

tCO₂e* per year

* 'tCO₂e' or 'CO₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect

** Uniform emissions have been excluded from the total footprint figure as uniform falls outside of the operational boundary of the school. We have still provided an emissions figure for uniform, in the breakdown tab, emissions over time tab, and your PDF report..