

Climate Action Plan

One year plan: June 2026 – 2027

Document last updated: July 2026

Progress Key
Not Started
In Progress
Stalled
Complete

GETTING STARTED				
Action	Time frame	Stake-holders	Progress Notes	Progress 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.			We've been working closely with Let's go Zero from September 2025 and have worked together to create this climate action document.	Complete
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.	Re-do in April 2027		This document is submitted to Let's go Zero to support the creation of our climate action plan. We are next due to do this in April 2027.	Complete

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.			All on the sustainability section of our website which is updated every term. Stories and success are posted on school social media accounts and included in the Headmaster's Bulletin which is released weekly to parents.	Complete
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. Meet regularly as a group to discuss and progress Climate Action Plan and energy consumption figures. Find a day of the week and time that suits the group and plan meetings in for every half term throughout the year so the dates are scheduled in everyone's calendars. Ensure all group members are clear on their roles and responsibilities for delivering the agreed actions within the plan so that it is a team effort. Have an agenda – e.g. - Climate Action Plan – work through document discussing progress on actions, planning actions coming up, updating Tracker column. - Energy consumption year-on-year figures for that period – discuss achievements / steps to improve. - Communication – advertising upcoming initiative, celebrating results from completed / ongoing actions, asking community for something in particular, etc.			A Sustainability Working Group meets every half term through out the year. Core members: Sustainability Lead, Deputy Head, Governor, Finance Director, Head of Operations and Projects, Estates Manager. Additional members: Network Manager, Boarding House Matrons, Assistant Head leading on Quality of Education, Catering Manager and RSPA. Dates of meetings: Term 1 – 23rd September Term 2 – 25th November Term 3 – 3rd February Term 4 – 17th March Term 5 – 12th May Term 6 - 7th July	Complete

DECARBONISATION

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

ENERGY - BUILDINGS

Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Install smart meters throughout. Aim to move to all meters as smart meters so you can accurately monitor and manage energy usage. Ideally being able to access half hourly data. 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.				Not Started
Monitor and manage energy use on a regular basis through dedicated platforms Access half hourly smart meter data once smart meter installed and review usage frequently and take steps to reduce. Use an energy monitoring platform (e.g. Energy Sparks – take a look at an example school dashboard.) 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.				Not Started

Optimise your heating system settings to ensure efficient timings and temperatures set. Put procedures in place to frequently check settings. Reducing the temperature in a building by 1°C, or running for one hour less a day, can save 5% to 10% of your annual heating bill. Typical ideal temperatures: - Classrooms and offices – 18°C - Corridors and sports halls - 15°C - Hot water coming out of taps should be no higher than 43°C (stored at 60°C). - 8°C for frost protection Experiment with your heating schedule while maintaining comfort and making the most of 'residual' heating so that you are never paying to heat an empty building – e.g. reducing by 10% e.g. for a 6-hour day: turn heating off 30-40 mins earlier, for a 9-hour day = 1 hour. Explore whether you are only heating certain 'zones' rather than the whole school, e.g. adjusting for afterhours use. There is more specific advice in the DfE's energy efficiency guidance. Refer to this useful Energy Sparks advice which outlines how to ensure your heating is managed efficiently during weekends and holidays too.				Not Started
Retrofit heating system to enable zoning. Install TRVs on all 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.				Not Started

Improve the insulation of your building/s Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Insulating bare heating pipes will reduce heat loss by between 50% and 70%. Installing PVC curtains on free-flow doorways reduces heat loss by an estimated 30-50% 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 or brush seals.				In Progress
Reach 100% LED lighting, with motion sensors where appropriate. Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%. Install motion sensors in areas that see only intermittent use, e.g. corridors, toilets, staff room. Ensure they are set appropriately for the area they're installed. Common lag times are 10-15 minutes for classrooms and 5 minutes or less for corridors and toilets. Ensure the model of motion sensors installed have 'lux' or daylight sensors – this is not standard on all models. This enables you to set the light level at which the lights will not come on by adjusting the dials on the sensors. This ensures the lights do not come on when there is already sufficient natural daylight, so as to reduce unnecessary use of energy intensive artificial lighting.				In Progress
Investigate the potential for solar panels and maximise potential from existing panels An average school could typically generate 25% of its electricity on site from solar panels. Liaise with your local Net Zero Energy Hub to provide you with a free desktop feasibility assessment.				Not Started

Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we recommend checking with: Solar for Schools, Barkers Associates, Eden Sustainable Two typical procurement options: purchase panels upfront, or work with an organisation (such as the provider) to buy them for you, then sell the electricity back to your school at a cheaper price.				
ENERGY - BEHAVIOUR				
Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Run energy-efficiency campaigns 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. For example, a termly 'Day in the Dark', weekly 'No Power Hour', etc.				Not Started
Improve energy-efficiency with staff and pupils throughout the school using reminders and automating power down settings on electricals. Encourage staff to support Energy Champions and model good energy-efficiency behaviours. Consider introducing power-down checklists and stickers in each room to help provide reminders for staff and students, especially for before weekends and holidays.				Not Started

Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.				
Access support from your local Net Zero Hub Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School Business Managers, Operational and Estates staff can access free advice and guidance on a variety of decarbonisation projects, including acquiring Heat Decarbonisation Plans, exploring solar potential and preparing for upcoming governmental grants.				In Progress
TRANSPORT				
Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Develop an active travel plan and run Active Travel Campaigns and Initiatives Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift STARS Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards. Consider designing an Active Travel Map to share with families – example . Participate in annual Active Travel Campaigns. E.g., 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				Not Started

Walking Bus initiatives, Friday Ride-Day, Bling Your Bike day. Ask the PTA or engaged parents for support with these.				
Explore the feasibility of EV charging points Install EV charging points in your car park for staff or parents and charge for usage.				In Progress
Consider environmental impact of school trips Review trips and consider what lower emission alternatives are available – e.g. utilising public transport, moving to an electric minibus, closer locations, fewer flights, etc. Flight Free UK are an organisation who can help with this regarding international travel.				Not Started
FOOD				
Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Teach about the importance of sustainable food choices during lessons, assemblies etc and link with gardening plans. Teach about the environmental impacts of food and the importance of choosing seasonal, plant-based, reducing food waste, local, organic, fairtrade, etc. Explain the importance of reducing consumption of high-emission foods such as beef and cheese . Aim to increase uptake of plant-based meals through pupil-led assemblies and sampling of produce grown on-site. Display the carbon footprint of each meal choice allowing students to make responsible choices.				Not Started

Have pupils calculate carbon emissions for menu items Use food as an educational opportunity with pupils and involve them in calculating the carbon emissions associated with your menu options. Some free online calculators such as My Emissions may be able to help you with this.				
Grow a range of herbs, vegetables and fruit on site. Grow food on site with pupils to teach growing skills and engage them with how food is produced and reaches their plates. Food can be grown in a variety of methods from small pots and planters to an allotment or polytunnel. Ensure sufficient management is planned for so plants are cared for in the summer months for watering, weeding and harvesting. Consider engaging with the wider school community to have volunteer helpers for this, or a staff rota. Consider having a market-style stall to sell or donate your food produce to the wider school community. Produce can be used to create chutneys and jams, etc. Register your school with RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.				In Progress
WASTE				
Action	Time frame	Stake-holders	Progress Notes	Progress 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.				Not Started

Provide students with education on the importance of reducing, reusing, recycling and repairing correctly through assemblies, lessons, initiatives and campaigns. Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' 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. 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 Free School with Surfers Against Sewage using their free resources or run your own 'Food Waste Focus' week.				Not Started
Investigate the installation a juice dispenser and reduce/remove sale of single-use drinks packaging Transition away from the sale of single-use drinks by providing dispensers that enable students to refill reusable bottles. For example, Generation Juice offer a wide range of school-compliant drinks from fast-serve dispensers, which can be integrated alongside existing payment methods, therefore still providing revenue for the school / caterers. Consider ways to incentivise and involve pupils to encourage uptake.				Not Started

PROCUREMENT

Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Follow sustainable practices when choosing products This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of 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. Consider second hand /refurbished equipment when sourcing items. Find local second-hand retailers, online marketplaces, or platforms such as Collect Eco as well as asking for local community donations e.g. in newsletters. Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product. Purchase new IT equipment based on energy efficiency ratings and consider buying second hand refurbished IT equipment to lower the cost and carbon footprint.				Not Started

ADAPTATION & RESILIENCE

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

ADAPTATION & RESILIENCE

Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Conduct a climate resilience audit to identify which areas need adaptations. Conduct a climate resilience audit of the school site, Consider what future improvements can be planned for to ensure the school is prepared for heat resilience and provides sufficient levels of shade/ shelter/ heat reflective measures throughout the school grounds (internally and externally) e.g. check all windows and blinds open and close, guttering, planting. Consider the use of awnings/shading measures to provide adequate shelter for students on hot days. 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. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.				Not Started

Check existing policies, procedures and risk assessments include extreme weather such as heatwaves and flooding. Write a heat wave policy to address issues such as classroom ventilation, uniform, PE, sunscreen and outdoor learning. Consider adopting the NEU's joint union heatwave protocol including short term, medium term and long term measures. Ensure signed up to UK Health Security Heat Alert and staff are familiar with updated DfE guidance on extreme weather and know what actions to take. Get flood warnings by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office.				Not Started
WATER				
Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Check site for leaks using your water meter 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.				Not Started
Ensure sufficient, clean and working water fountains and taps Actively enable students to prefer refilling bottles over buying bottled water. Provide a suitable number of cold drinking water points throughout the school; aim for minimum of 1 point per 50 students. For busier areas (canteens, etc), consider multi point troughs to reduce queues at peak times. Transition away from the sale of bottled-water. Survey students to understand whether they feel there should be				Not Started

more water refill points, if so where would be helpful. Ask what barriers they may have to refilling reusable water bottles – i.e. is the water cool enough, does it flow fast enough, are there queues, are existing points in poor locations, etc. Consider selling reusable bottles, providing incentives, or becoming a 'Water Only' school.				
Explore water-efficient methods of site maintenance and installation of large-scale rainwater harvesting methods – e.g. water butts, IBC tanks, irrigation system tanks. Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.				Not Started

BIODIVERSITY

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond.

Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Engage in National Education Nature Park programme. Encourage teaching staff to use resources. The NENP 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. Share the resource link with teaching staff to and encourage them to use in their lessons. Wide variety of high quality activities and guides, searchable by Key Stage, or topic, as well as type – e.g. 15 min activity, lesson plan, etc.				Not Started
Manage your site with the aim of increasing biodiversity and supporting local wildlife Manage your outdoor spaces specifically to provide / enhance habitats and provide food, shelter and water for a range of wildlife - e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'. Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance. There are numerous local / national grants and organisations that provide support in this area – e.g. Wildlife Trusts offer a variety of ways to support schools through visits, resources and advice. Grant funding is often available for these improvements, and make use of the wider community for support and resources.				Not Started

CLIMATE EDUCATION AND GREEN SKILLS

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	Stake-holders	Progress Notes	Progress Tracker
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.				Not Started
Run regular school-wide sustainability initiatives and events to involve all pupils (and parents). e.g. Sustainable Swap events, gardening days, tie in STEM fair, sponsored events, etc. Create an Eco Calendar and share with staff to raise awareness of key dates of internal / external initiatives that they could tie in with their own lessons.			Suggest National Emergency Briefing	Not Started

CURRICULUM

Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Complete a curriculum audit and amend your curriculum to incorporate sustainability				In Progress

Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as Curriculum Mapping Resources - FED Climate Change may be helpful for this. Good auditing tool also available on The Key if you have access to this. 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.				
Establish methods and systems to share best practice and ideas internally This could include ensuring that sharing sustainable practices is on the agenda at curriculum meetings, departmental debriefs and teaching collaboration strategies. It could also involve CPD opportunities, tips in staff meetings, a peer observation focus, school bulletins and newsletters. Consider where useful sustainability resources are saved in your schools file network.				Not Started
Create an environment where lessons can be taught outside in all subjects 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. Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School				Not Started

Association, Learning Through Landscapes or the National Education Nature Park. There are a number of nature organisations with ready made resources for schools. For example - Nature Park, Wildlife Trusts and their Wildlife Watch scheme, Butterfly Conservation, WWF, RSPB.				
GREEN SKILLS + CAREERS				
Action	Time frame	Stake-holders	Progress Notes	Progress Tracker
Engage with local and national organisations and individuals to arrange visits, workshops and trips – e.g. Climate Ambassadors scheme Arrange assemblies, activities and visits relating to nature and sustainability. Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics. 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.				In Progress
Make links with further and higher education, training providers and employers, regarding the technical and academic routes to green skills courses and careers Work with your lead careers teachers to contact further and higher education institutions, training providers and employers in your area to understand what Green Skills and Careers related courses and opportunities are available for your pupils – e.g. Green Careers Hub				Not Started



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