

# Climate Action Plan

## St David's CofE Primary School

1 year plan: Autumn 2025 – 2026



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Progress Key	Climate Action Plan history
Not Started	Last reviewed: <input type="text"/>
In Progress	★ = high carbon reduction actions
Stalled	
Complete	

Overall projected carbon savings: 2.1-6.4%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> 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.	<b>Start:</b> <b>Review:</b>		Jen will send a digital certificate – you can print off and display and/or add to your sustainability page on your website (see below)	COMPLETE
<b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b> 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.	<b>Start:</b> <b>Review:</b>		Jen sending data collection spreadsheet. Once you have added the data to the CYC website and generated a report, feel free to send it to Jen or add her to your CYC account, and we can benchmark you against our averages.	

<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b>  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.	<b>Start:</b> <b>Review:</b>		There are a few nice examples below: - <a href="#">Westbury on Trym CofE Academy</a> - <a href="#">St Joseph's Catholic Primary School</a> - <a href="#">St Mary's Catholic Primary School</a>	
<b>Set up a sustainability working group</b>  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.	<b>Start:</b> <b>Review:</b>		Catherine Governor TA?	

## 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
<b>Investigate the potential for solar panels</b>  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	<b>Start:</b> <b>Review:</b>		Jen will contact Solar for Schools and is sending a 'Let's Go Guide' with some information	

suggest checking with: <a href="#">Solar for Schools</a> & <a href="#">Eden Sustainable</a> .				
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ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Incentivise students to address energy usage</b> 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. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.	<b>Start:</b> <b>Review:</b>		Suggestion: ‘Secret mission’ for eco club (or school council), checking on eg lights, smart boards, recycling in the right bins. Include areas like HT office etc. Run spot checks through the week and award points. The class who have done the best get to come up in assembly at the end of the week, and get a cuddly toy (eg polar bear) to look after for the week.  Jen sending a slide with more info.	
<b>Implement a power down strategy for electrical devices and appliances</b> 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. Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.	<b>Start:</b> <b>Review:</b>		Get the students to do an ‘energy audit’ – there are example worksheets <a href="#">here</a> and <a href="#">here</a> .  And then create switch off checklists for each classroom and area in the school – include a column for ‘end of day’, ‘end of week’, and ‘end of term’.  Energy Sparks have some <a href="#">editable checklists</a> you can use to create end of day/week/term checklists for classrooms and other areas	
<b>Monitor energy use on a regular basis through dedicated platforms</b> Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a> ) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption	<b>Start:</b> <b>Review:</b>		As you have half hourly meter reading you can use the West Mercia Energy dashboard to give you a granular overview of your energy usage and identify potential savings. If you are happy to email WME to give permission (customerservices@westmerciaenergy.co.uk), Jen	

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.			can get access to your dashboard and walk you through how to use it/interpret it.	
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b>  Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.	Start: Review:		Ask Caterlink for food waste board (see pic that Jen is sending)  Energy Sparks have a resource for doing a food waste audit <a href="#">here</a>	
<b>Run a campaign to reduce plate waste from pupils</b>  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. <a href="#">WRWA</a> have some ideas to get you started.	Start: Review:		Energy Sparks have some <a href="#">resources for running a food waste assembly</a> .	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run waste/plastic reduction initiatives or campaigns with pupils and staff	Start: Review:			

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 <a href="#">Plastic Free School</a> with <a href="#">Surfers Against Sewage</a> using their free resources.				
<b>Switch from disposable milk cartons to a bulk milk provider (primary-only)</b>  Move from individual milk cartons to a bulk milk provider and provide pupils with reusable beakers. Your CAA may be able to recommend suitable local suppliers.	<b>Start:</b> <b>Review:</b>		This page here on <a href="#">the Cool Milk website</a> walks you through the various options. It's not clear how you change your order, but I'm assuming you can just contact them	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Replace ICT equipment that is at end of life with energy efficient alternatives</b>  Purchase new IT equipment based on energy efficiency ratings and consider buying second hand refurbished IT equipment to lower the cost and carbon footprint.	<b>Start:</b> <b>Review:</b>		<a href="#">Pure IT</a> have a schools arm that works specifically with schools, reducing costs by up to 50% and providing a 5 year advanced replacement warranty	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Develop an active travel plan</b>  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). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and	<b>Start:</b> <b>Review:</b>		Glocs CC have a <a href="#">Think Travel page</a> on their website and work with ModeShift STARS to help schools to create <a href="#">Travel Plans</a> .  Hawkesbury School have a lovely ' <a href="#">active travel page on their website</a> ' with an active travel map and additional information. This has been developed with Modeshift STARS.	

implementing your travel plan to track your progress and receive awards.

## 2. Climate 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				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b> Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a> . Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.	<b>Start:</b> <b>Review:</b>			
<b>Create a flood plan</b> A flood plan outlines measures taken to reduce flooding, as well as what to do in the event of a flood			There is an example on the Natural Resources Wales website: <a href="#">Natural Resources Wales / School flood plan</a>  And some DfE guidance here: <a href="#">Assess and manage flood risk in schools checklist</a>	

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Check site for leaks using your water meter</b> 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 <a href="#">audit guide</a> to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	<b>Start:</b> <b>Review:</b>		Severn Trent are offering free water audits for businesses, including schools: Email <a href="mailto:supporting-businesses@severntrent.co.uk">supporting-businesses@severntrent.co.uk</a> or complete the online form (for Business, enter 'school' and for employees enter 'pupils and staff') <a href="#">Business water form</a>   <a href="#">Get in touch</a>   <a href="#">Severn Trent Water (stwater.co.uk)</a>	

### 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
<b>Take part in <a href="#">The Nature Park</a></b> <a href="#">The Nature Park</a> 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.	<b>Start:</b> <b>Review:</b>		The South West now has two National Education Nature Park reps who can help you navigate the website and resources and provide additional support and ideas. The contact email is <a href="mailto:southwestnaturepark@rhs.org.uk">southwestnaturepark@rhs.org.uk</a>	

## 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
<b>Appoint a sustainability lead with sufficient PPA and support.</b> Appoint a sustainability lead in line with the expectations in the <a href="#">DfE's Sustainability and Climate Change Strategy</a> . Provide the sustainability lead with sufficient PPA/TLR to fulfill this role.	<b>Start:</b> <b>Review:</b>		Catherine Henderson	COMPLETE
<b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b> 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.	<b>Start:</b> <b>Review:</b>		Incorporate into school council??	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Complete a curriculum audit</b> 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 <a href="#">Map The Curriculum</a> may be helpful for this.	<b>Start:</b> <b>Review:</b>			



GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Access the <a href="#">Climate Ambassadors scheme</a></b></p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p><b>Start:</b> <b>Review:</b></p>			



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