

Climate Action Plan, Yr 2

Great Chart Primary School

1 year plan Winter 2025 – 2026



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Your school's carbon baseline: 267.25 t CO₂e **Calculation:** 16/01/2025

Your latest carbon footprint: 260.84 t CO₂e **Calculation:** 23/10/2025

Note: To compare 'like for like' against the baseline, I've added in the uniform footprint to the school's total footprint.

Operational area	Emissions area	Scope	t co2e*	% **
Energy, Waste & Water	Fuel	1	31.4	19%
	Electricity	2	17.2	10%
	Waste	3	0.1	0%
	Water	3	0.6	<1%
Transport	School vehicles	1	0	0%
	School trips	3	1	<1%
	Student commuting	3	5.1	3%
	Staff commuting	3	19.2	11%
Food	Food	3	66.8	40%
Purchasing & Uniform	Purchasing	3	27.3	16%
	Uniform ***	Out-of-scope	101.1	n/a



Sustainability Working Group:

Wendy Pang- HT
Tanslea Burton- Sustainability Lead
Liz Dale- Sustainability Lead
Lucia Page- SBM
Trevor Roberts- Site Manager
Sally Windle- Governor
Eco Warriors

Overall projected carbon savings: 5-15%

* 't co2e' 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.

** Percentage of your carbon footprint.

*** Uniform is out-of-scope and therefore not included within the pie chart.

Progress Key
Not Started
In Progress
Stalled
Complete

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Calculate your school's carbon footprint using Count Your Carbon Try and re-run your carbon footprint at or just after the 12 month mark from your baseline for a clear picture of any changes since you started implementing changes. If you haven't already, consider logging in and making use of 'The Playground' too to forecast potential carbon reductions that might result from action on different pillar areas. This can be a great student engagement tool too!	Baseline calculated: 16/1/25 Review: January 2026		<i>9 month CYC calculation completed: 12/10/25</i>	
Add sustainability plans, projects and successes to your website and 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. Use the Let's Go Zero comms pack to help!	Start: Review:			

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	PROGRESS
Install a smart meter to give you access to more in-depth data about energy use in and out of school hours Contact your energy and/or water supplier to get a smart meter installed – this is usually free, unless additional works are needed to make installation possible. 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.	Start: Review:		<i>Copy notes across to here as needed</i>	
★ Optimise your BMS/BEMS settings and ensure heating and hot water systems have efficient timings and temperatures set 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). Communicating the motive for changes to staff is key. Experiment with your heating schedule while maintaining comfort - reducing the length of time you heat your buildings by 1hr per day or by 1°C overall can save 5% to 10% of your annual heating bill.	Start: Review:			

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Take part in a switch off campaign and incentivise students to address energy usage Continue to take part in switch-off campaigns, e.g. Switch Off Fortnight and Layer Up. Power Down days, planning them into the school calendar well in advance where you can. 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. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils. Keep your switch off checklists for the end of the day/week/term and school year up to date with an annual review and display them in all classrooms and offices.	Start: Review:		<i>Copy notes across to here as needed</i>	
Ensure staff understand how to heat their rooms in the most energy efficient manner 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. Make sure you have this info built into induction processes /packs for new staff and try and schedule a refresher in to your autumn inset days or communications for all staff.	Start: <i>Ongoing</i> Review:			

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown, Fairtrade, seasonal etc. Focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy. Aim to increase uptake of plant-based meals through pupil-led assemblies. ProVeg have developed a series of off the shelf EYFS and primary lessons in their Canteen to Classroom initiative in order to teach children about the food they eat: where it comes from, how it is made and its impact on our health and planet. This is delivered through fun and engaging, fully planned 'done for you' lessons that align with the National Curriculum. They also have a series of 'Quick Bites' concise, high-impact sessions where timetabling is too busy to accommodate something bigger.	Start: <i>Ongoing</i> Review:		<i>Copy notes across to here as needed</i>	
★ Introduce a meat-free or planet-friendly day to your weekly menus Adding an entirely meat-free day to your weekly menus increases students' exposure to nutritious meat-free options and can reduce your current food-related carbon footprint by up to 10%. The simulation I ran on The Playground tool with your latest Count Your Carbon data suggested that introducing one meat-free day per week (and making one of those days each month a wholly plant-based/vegan day) could save 5.1t CO₂e per year!	Start: <i>January 2026</i> Review:			

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Run waste/plastic reduction initiatives or campaigns with pupils and staff 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 Clever School or a Plastic Free School with Surfers Against Sewage using their free resources and teach students about their local marine environment, as Kent has an abundance of coastline and a large marine conservation area around Thanet. Organisations such as Wastebusters and Recycle Now also have a variety of curriculum-linked resources on waste and recycling. Carry on your litter activities with your Picker Pals kit and see if you can source or create your own additional sets to expand this activity, and consider introducing litter-free lunches and encouraging reusable container use for lunchbox food.	Start: <i>Ongoing</i> Review:		<i>Copy notes across to here as needed</i>	
Monitor paper use and take steps to reduce consumption Continue to use printer management software such as PaperCut to track, control, and reduce printing across devices, set printing quotas or credits, implement print-release systems and encourage double-sided and B&W printing. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc where possible. Actively encourage the use of scrap paper trays throughout classrooms and offices. Encourage students to conduct a small paper audit for their classes to identify where they think paper use could be reduced and discuss ideas with their teachers. (e.g. carrying forward exercise books, reducing paper-stuck-on-paper activities etc)	Start: <i>Ongoing</i> Review:			

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
★ Develop your uniform exchange and extend existing reuse practices Evaluate your uniform exchange to track how many items are being reused and set a target or take steps to increase its uptake, e.g. putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit and outdoor gear if you're not already and consider encouraging community re-use for things like costume events and dress-up days. Consider reframing uniform re-use and recycling in the context of a wider school-wide culture of valuing precious resources and making re-use a proactive, positive part of your ethos, e.g. you could include it in open days and in your school prospectus or new student pages, aim to have it promoted and available at all parents' evenings or as a permanent self-service pre-loved uniform shop in your reception area.	Start: <i>Ongoing</i> Review:		<i>Copy notes across to here as needed</i>	

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Consult staff on alternative ways of commuting and continue regular travel surveys Ask staff how you can best support them to reduce their commuting emissions. Explore including salary sacrifice schemes (such as cycle-to-work schemes, purchasing of EVs or season tickets for public transport) or car-pooling options (see below). Conduct regular travel surveys to capture commuting behaviour across different seasons and keep your travel plan with Jambusters updated annually.	Start: Review:		<i>Copy notes across to here as needed</i>	
Run active travel campaigns Continue to participate in annual active travel campaigns, e.g. Living Streets' WoW campaign, the Big Walk and Wheel and Bikeability's Cycle to School Week. 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.	Start: <i>Ongoing</i> Review:			
Raise awareness of air quality around school Educate children on the impacts of air pollution and/or monitor air quality around school. Speak to the local council about doing an air quality assessment of the roads outside the school or whether you can borrow monitors to do one yourselves with your students. Consider also exploring the Clean Air for Schools project resources from Transform Our World. You may also consider running an anti-idling campaign to address air quality around the school. Student-led anti-idling displays at the school gates can be hugely effective, if you think this is something that would work for you.	Start: Review:			
Encourage staff and parents to carpool	Start:			

Encourage those who can to consider carpooling, even if they can only share cars sometimes. There are many apps that can help with this, (e.g. LiftShare) or alternatively a simple sign-up sheet in the staff office works well. The School Run Tracker is a planet-friendly mobile app for parents looking to share school runs for their children, save time and split costs that is free to join and has security checks in place.	Review:			
Carry out a road safety audit, if needed, and provide lessons for pupils Assess current road safety by looking at crossings, levels of traffic, speed zones, parking and cycle paths at least annually and especially during wet winter months when visibility is poorer. Use this to inform your road safety actions going forward and continue to educate students about how to travel safely and develop road safety skills for all pupils as part of the wider curriculum.	Start: <i>Ongoing</i> Review:			

2. Climate adaptation and resilience

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

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Raise awareness around water consumption and efficiency Look into whether your current water supplier has free education resources or opportunities on their website, e.g. assembly sessions, water audits, webinars, downloadable tools and guides etc. Consider also getting students to create posters for around the school that illustrate good practice that you'd like to implement to help educate and embed it into school culture. Continue to raise awareness around water scarcity (a growing issue in the South-East) and take a look at the resources for schools from WaterWise. Encourage student-led assemblies if you can and consider other ways to conserve water, e.g. when running taps for cold water to refill bottles, and/or having collection points for students to empty out the waste water from their water bottles.	Start: Ongoing Review:		<i>Copy notes across to here as needed</i>	
Install additional water butts to harvest rainwater Capture rainwater to use on plants and grounds around school to help reduce water flow in heavy downpours and reduce reliance on treated fresh water supply for grounds maintenance.	Start: Review:			

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	PROGRESS
Continue to develop your gardening club to enhance pupils' access to growing activities Continue to develop your gardening club and related activities, and implement a rota to help with management of your planters. Students 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 (like seeds, spare tools, growing containers etc). Consider how plants could be used and incorporated into school meals once grown to give students experience of growing their own food. Take a look at the Edible Playground food growing resources from Trees for Cities which includes how to guides and videos, lesson plans and activities, crop guides and more, aimed at KS1&2.	Start: <i>Ongoing</i> Review:		<i>Copy notes across to here as needed</i>	
Pursue eco and nature-friendly estate management practices Speak to your site manager about eco-friendly estate management practices to ensure that your efforts to enhance biodiversity aren't inadvertently undermined by maintenance activities, and discuss what's needed to maintain your current or planned wildlife friendly features e.g. ponds and wildflowers meadows, taking up no-mow practices in agreed areas etc. Discuss with them how the ways you manage your grounds will impact growing activities and the biodiversity you're encouraging on your site, e.g. avoiding the use of pesticides and herbicides. Organise training if needed to ensure they know the benefits these features bring and how to care for them properly.	Start: Review:			
Have pupils carry out wildlife surveys	Start:			

Conduct wildlife surveys and habitat mapping, e.g. species surveys for the Wilder Kent awards or habitat surveys using the Nature Park resources. Take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.	Review:			
Increase biodiversity to support local wildlife Continue to develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife, e.g. planting native pollinator-friendly and butterfly-friendly species, getting children involved in making and filling bird feeders to encourage adoption of your bird boxes. Reach out to your wider community for support and resources, (like plant cuttings, bird feeders, materials to upcycle into planters and bug hotels etc).	Start: <i>Ongoing</i> Review:			
Participate in local efforts to promote and protect nature Help promote and protect nature beyond your school grounds, e.g. engage with local nature groups and nature recovery schemes, ensure your grounds are part of local "wildlife corridors", write to your MP to demand action for nature, start a tree nursery to supply saplings for the local area. Raise awareness with students and families around Kent Wildlife Trust's mission and your aspirations as a school to work towards Wilder Kent awards.	Start: Review:			

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

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Amend your curriculum to incorporate sustainability and benchmark pupils' current levels of understanding across years 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, the Royal Meteorological Society's Curriculum for Climate Literacy and the MoEE have amazing resources on how to weave sustainability throughout your curriculum. For a more 'plug-and-play' approach, you can make use of curriculum-integrated lessons and activities from the National Education Nature Park, Learning Through Landscapes, and the Natural Curriculum etc to encourage more outdoor learning days. Decide what the key pieces of information you want to understand about students' understanding of climate change and sustainability, and what areas you want students to understand and feel confident in by the time they leave year 6 and create a simple survey to benchmark that understanding across the years. If you're stuck for ideas or how to format it, take a look at the questions in the SEEd 'attitudes to sustainability' survey, modelled against the UN Sustainable Development Goals, for inspiration.	Start: Review:		<i>Copy notes across to here as needed</i>	

GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Access the Climate Ambassadors scheme and your wider communities to tap into local expertise Reach out to your local community, school parent and grandparents to identify opportunities to make the most of local expertise, build voluntary capacity etc. Consider other voluntary or community organisations in your area you could collaborate with (e.g. Scout groups, conservation projects, biodiversity networks). Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics or harness their skills and expertise to seek support for a particular project on your climate action plan. Let me know if you'd like an introduction to the regional hub manager, Gemma Bailey.	Start: Review:		<i>Copy notes across to here as needed</i>	

Forward Planning

Actions to keep in mind for future Climate Action Plans

- **Take part in [The Nature Park](#) and have pupils carry out wildlife surveys**

[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 so that students and staff can make informed choices about how to enhance and care for their local flora and fauna. This is a great tool for engaging student voices in protecting and investing in nature and for fostering leadership skills.

Mark the boundaries of your school site on the Nature Park website to get your school added to the map, and conduct [wildlife surveys](#) and [habitat mapping](#) using the NENP resources.



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