

Climate Action Plan

Charing CofE Primary School

1 year plan Summer 2025 - 2026

Carbon baseline: 201.34t co₂e Calculation : 02/07/2025

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	22.3	11%
	Electricity Usage	16	8%
	Waste Usage	0.1	0%
	Water Usage	0.2	<1%
Transport	Vehicles	0	0%
	School Trips	1.4	<1%
	Student Commutes	51.5	26%
	Staff Commutes	26.8	13%
Food & Drink	Meals	28.2	14%
Purchases	Spending	13.3	7%
	Uniforms	41.6	21%

*'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.



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Foundational Actions

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
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.	Completed: 7/3/25			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.	Completed: 2/7/25 Review (annually): Summer 2026			COMPLETE
Sign up to the Sustainability Hub for Education A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	Start: 27/10/25 Review: Summer 2026			COMPLETE

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Install a smart meter (if you don't already have one) for more in-depth data about your energy use First take a look at the meters you've got installed and try to identify if they're smart meters referring to gov.uk guidance . If you're still not sure, or if you don't have them, contact your energy supplier to find out if they're collecting half-hourly energy usage data for you already, and if not, ask them about getting a smart meter installed. This is usually free . This is an important first step to get data to track consumption, and is needed before you could sign up to energy usage analytics platforms that you might later find useful, e.g. Energy Sparks	Start: Review:			COMPLETE
Install timer-controlled plugs on laptop/tablet charging banks to reduce energy use from trickle charging Using timer-controlled plugs on tablet and laptop charging banks to charge them overnight (and over lunchtimes if needed) will allow you to take advantage of the cheapest energy rates, while also saving energy by limiting the length of time they are drawing power (e.g. 1-2hrs at a time)	Start: Review:			IN PROGRESS

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Take part in a switch off campaign Get your students engaged with energy-saving behaviour, e.g. Switch-Off Fortnight , aiming for 10% reduction of energy use, and/or make your Power Down/Layer Up days a termly tradition. Create switch off checklists for the end of the day/week/term and school year for anything that doesn't automatically power down and display them in all classrooms. Encourage students and staff to share responsibility for completing these checklist activities for their own classrooms and offices.	Start: Review:		We are planning to include a Switch Off campaign at some point this year.	IN PROGRESS
Ensure your BMS/BEMS has efficient timings and temperatures set for the school day Reducing the length of time you heat your buildings by 1hr per day can save 5% to 10% of your annual heating bill. Try experimenting with reducing your afternoon heating by an hour at a time and see if the building retains enough heat to make it sustainable, e.g. 6am-1pm at 18 degrees in classrooms, referring to the DfE's energy efficiency guidance .	Start: Review:		Our heating is on from 7.30am to 5.30pm from November through to February on Mondays to Fridays.	IN PROGRESS

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Consider a menu consultation through ProVeg and discuss what the Silver School Plates award standard would entail with Caterlink Pro-veg can offer useful advice on considering where and how plant-based meals are displayed on menus to reduce bias, e.g. by making the vegetarian offer the default or 'main' and the meat-option the alternative. Discuss with Caterlink what working towards Pro Veg's Silver School Plates award might entail (which Caterlink have achieved with other schools).	Start: Review:		Emailed to find out more information. Received menu back and awaiting for meeting with Caterlink to implement their 'Silver Award Accredited Menu'	IN PROGRESS
Explain reasons for eating more plant-based food during lessons, assemblies etc Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown. Highlight the carbon and health costs of meat and dairy and focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy.	Start: Review:		Plan to deliver this at some point in the academic year.	IN PROGRESS

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Education around recycling as part of assemblies or other whole-school opportunities Encourage student-led assemblies or PSHE activities to engage students with problem-solving activities around what goes in which bins. Young Climate Warriors provide slides & assembly materials. Consider doing a waste audit and encourage students to take part. Wastebusters have a helpful step-by-step guide for this.	Start: Review:		Plan to deliver this at some point in the academic year.	IN PROGRESS
Explore paperless platforms / printing software and implement print-management systems to reduce paper consumption and improve accountability Explore paperless platforms that can reduce paper consumption e.g. Showbie and investigate whether the software you use to manage your current printer units/MFDs (e.g. Papercut) will allow you to implement a print-release system. If you don't already, you might consider implementing a printer credits and/or charging printing to departments or against subject area budgets to improve accountability and understanding of printing trends.	Start: Review:			IN PROGRESS

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Consider the carbon footprint and environmental practices of the services and companies you use, and develop a sustainable procurement policy Write or adapt a Sustainable Procurement Policy for your school that outlines how you will embed sustainability considerations into procurement decisions where you can (e.g. made of recycled materials, non-toxic, ethically/UK-manufactured where appropriate, energy efficiency ratings on electronics etc). Edexec offers some practical first steps for schools to consider. You may choose to adapt a template sustainable procurement policy such as this or this, or look at examples of other schools' sustainable procurement policies, such as East Preston, Molescroft or St Aidan's.	Start: Review:			IN PROGRESS
Embed the purchasing of sustainably sourced paper Make purchasing printer paper from sustainable forestry (e.g. FSC or PEFC certified) a commitment as part of your procurement policy to reduce the impact of printing and embed it into practice.	Start: Review:			IN PROGRESS
Promote a culture of uniform re-use to all parents Set a target of reusing a specific number of uniform items each year through your Uniform Recycling Shop and work with your PTFA to increase the opportunities for parents to take advantage of this (e.g. at parent's evenings, school open days etc). 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.	Start: Review:		Emailed PTFA and organised a meeting to discuss this further. <i>Update: The PTFA will organise the recycling of our second hand uniform. Once a term. The uniform has been sorted and is ready for redistribution.</i>	PLANNING

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Develop and update your active travel plan Register with ModeShift STARS or KCC's Jambusters programme for free support to update your school travel plan, support cycling, walking and other forms of sustainable travel, and address road safety concerns.	Start: Review:			IN PROGRESS
Investigate funding for more bike racks Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear and seek funding to expand your current bike storage, e.g. through KCC's Jambusters if/when a new year of grant funding is announced. This usually requires you to have an up-to-date active travel plan, so you'll want to tackle that action <i>first</i>.	Start: Review:		Now have two bike racks in school (one for KS1/EYFS and one for KS2)	COMPLETE

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	SDP LINK/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. Take a look at the resources for schools from WaterWise to raise awareness around water scarcity (a growing issue in the south-east) and consider other ways to conserve water (e.g. when running taps for cold water to refill bottles).	Start: Review:			IN PROGRESS
Investigate installing systems to reduce water wastage in toilets Look at the capacity of your current cisterns and consider ways to limit capacity if they currently use more water than is needed. e.g. installing water hippos or other similar solutions.	Start: Review:		Site Manager is investigating options for this.	IN PROGRESS

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Ensure staff understand how to cool their rooms Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. The gov.uk guidance on natural ventilation in the home applies equally well to classrooms! You can also refer to the <i>Ventilation Guidance from Let's Go Zero</i> document shared with you when you received your Climate Action Plan.	Start: Review:		Shared Ventilation Guidance with staff	COMPLETE
Investigate funding opportunities to create sheltered areas on playgrounds for heat resilience Consider planting trees for natural shading and building temporary or permanent awnings/shading measures to provide adequate shelter for students on hot days. Possible sources of funding might include the Benefact Trust (by developing a Spiritual Garden area with appropriate shading), B&Q Community Fund (for materials to erect your own shelters or shaded areas if you have the expertise in-house), and the Learning through Landscapes Local School Nature Grants (for seating or green screens or similar – this fund should reopen in January 2026)	Start: Review:			IN PROGRESS

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	SDP LINK/NOTES	PROGRESS
Have pupils carry out wildlife surveys and engage with Nature Park habitat mapping Conduct wildlife surveys and habitat mapping using the NENP resources to develop an understanding of what you have on your school site so students and staff can make informed choices about how to enhance and care for it, to engage student voices in protecting and investing in nature and to foster leadership skills. Consider also taking part in activities such as the RSPB's Big Birdwatch .	Start: Review:			IN PROGRESS
Establish a growing space for your gardening club and register with the RHS Campaign for School Gardening Get the new area you've identified for your growing club weeded and planted and consider what you can plant in different seasons so students can engage with it across the whole academic year. Register your school with RHS Campaign for School Gardening if you haven't already and receive a free welcome pack containing seeds and growing resources.	Start: Review:		Gardening club happens every Thursday. In talks with Charing Garden Society to establish links with them. We have also applied for our Level 1 RHS Gardening Award.	COMPLETE
Work with your site manager to explore ecofriendly grounds management practices Aim for a joined-up approach to enhancing biodiversity and protecting the habitats on your school site by exploring sustainable grounds management practices and how the ways you manage your grounds will impact your growing activities and the biodiversity you're encouraging on your site. This could include avoiding the use of pesticides and herbicides or reducing them as far as possible and trying to keep their use away from areas where you've got pollinator-friendly planting, as well as taking up no-mow practices in agreed areas.	Start: Review:		Site Manager exploring this option.	IN PROGRESS

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Write a sustainability strategy that ties together practice, plans and values and outlines how you'll communicate your climate action progress and successes more widely Outline your sustainability aspirations, governance and strategy for the school to tie together your CAP and school aims and with reference where sustainability is being built into policies and practice. This might be a light-touch strategy like Buckland Primary's, a more prescriptive document like St Mary's, or incorporate more in-depth information like Knebworth Primary's. Consider how you'll communicate your sustainability journey to parents, staff, students and your wider communities, e.g. newsletters, local press and school social media channels.	Start: Review:			COMPLETE
Set up a sustainability working group Assemble a sustainability working group featuring stakeholders across the school to collaborate and share ownership of your Climate Action Plan, to unify staff in taking action, and to support your sustainability lead in implementing your CAP with a school-wide approach. Include, if possible, SLT, site staff, finance, teachers and, if possible, representation from your governors and/or PTA. Try to meet at least termly to assign staff to lead on different CAP actions and report on progress.	Start: Review:			COMPLETE
Set up a sustainability award for students to recognise individual achievement and engagement Create an eco-award to celebrate students' and classes' active engagement in sustainability, perhaps as an end-of-year celebration or a weekly/half termly award – whatever fits best with your current awards and recognition programmes.	Start: Review:			IN PROGRESS

CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Complete a curriculum audit to identify opportunities to incorporate sustainability and assess CPD needs The Climate Education Toolkit includes a free curriculum mapping tool you can use for this. Teach the Future and MoEE also have amazing resources on how to link the curriculum to sustainability.	Start: Review:			IN PROGRESS
Investigate opportunities for more lessons to be taught outside in all subjects and support staff in trying out new ways to do this Improve outdoor learning by setting up regular opportunities to learn in nature. You can get support and advice from the Forest School Association, but also, Learning Through Landscapes and the National Education Nature Park both have good (and importantly, <i>free</i>) downloadable resources, lesson plans and activities that plug right into the National Curriculum for embedding sustainability and outdoor learning into different subject areas.				IN PROGRESS

GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	SDP LINK/NOTES	PROGRESS
Provide a variety of opportunities for students to take a lead on sustainability initiatives Aim to embed plenty of opportunities for student engagement and leadership on sustainability projects to try and make it possible for <i>all</i> students to engage and lead somewhere in their school journey, e.g. through school council, NENP habitat mapping, switch off campaigns, etc.	Start: Review:		Discussed at our school council meeting and ideas explored.	IN PROGRESS

Forward Planning

Actions to keep in mind for future Climate Action Plans

Energy – Buildings & Infrastructure

- **Investigate the potential for solar panels to get an idea of costs, funding options and potential return on investment**

Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you. Providers we recommend checking with include: [Solar for Schools](#) & [Eden Sustainable](#). Kent County Council also have a loan scheme for schools wanting to invest in solar with capacity to raise the funds over a longer period and your energy supplier, LASER, have a solar framework you could consider for this which is compliant with KCC's requirements.

Energy – Behaviour Change

- **Investigate the benefits of monitoring energy use on a regular basis through platforms such as Energy Sparks**

Speak to [Energy Sparks](#) about the sort of savings and opportunities you might be able to access by signing up to their platform, and about what funding options are available to you. This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings. The costs (as of Jul 2025) for a school of your size are £545 + VAT per year, but the average saving that Energy Sparks report for primary schools is £3000 per year.

Waste

- **Engage with a plastic reduction campaign**

Become a [Plastic Free School](#) through the great campaign run by Surfers Against Sewage and use it to teach students about their local marine environment, as Kent has an abundance of coastline and a [large marine conservation area](#) around the Thanet area.

Transport

- **Encourage staff and parents to carpool by promoting free travel-sharing platforms**

There are many apps that can help with this, e.g. [Liftshare](#) – which is free to join or alternatively a simple sign-up sheet in the staff office works well. [School Run Tracker](#) is a planet-friendly mobile app for parents looking to share school runs for their children, save time and split costs, which is also free to join.

- **Monitor the air quality around the school to inform your communications around travel planning and commuting behaviour with parents**

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.

Adaptation & Resilience

- **Investigate heat reflective measures in classrooms that overheat from solar gain**

Solar film can be a very effective solution where classrooms with a lot of windows (particularly south-facing) tend to overheat in the summer, but make sure it's paired with good ventilation measures, as it will also increase heat retention once heat is already in the building.

- **Write a heatwave policy to make current informal practice clear and consistent to communicate and implement**

Articulating your heatwave protocols in writing allows anyone to enact them in the headteacher's absence and to communicate the measures to parents and staff when needed. It might include school dress code, passive ventilation measures, PE lessons, hydration, sunscreen, outdoor learning etc. Refer to the [DfE guidance on hot weather](#). Consider adopting the [joint union heatwave protocol](#) including short, medium and long term measures.

Nature

- **Consider applying for funding from the Royal Society to renovate your pond and measure the biodiversity impact with your students**

Investigate an opportunity to develop green skills, STEM experience and outdoor learning opportunities by enhancing and researching the biodiversity impact of renovating your pond area with funding support from the Royal Society's [Tomorrow's Climate Scientists](#) funding scheme, which can grant up to £3000 to schools for projects with a research element that involves one or more STEM professionals. There's a Google Map embedded on their [main page](#) where you can look at the research projects running in schools across the country for inspiration (on both project ideas and potential STEM partner organisations) and their [Project Plans](#) page has a number of example projects that you could use as a starting point if you're not sure where to begin. The fund has three application deadlines per year and usually has about

a six-month lead time from application to grant, so you'd need to plan ahead for this one. I'm happy to put you in touch with the Senior Schools Engagement Officers for the Royal Society if/when you have a project idea you'd like to discuss with them.

Culture

- **Provide and encourage take up of CPD opportunities for staff on sustainability**

Investigate appropriate [opportunities for staff](#), inc. [free webinars](#), [free CPD programmes](#) and/or developing skills through more in-depth training such as [Carbon Literacy training](#) or Climate FRESK (both of which have some associated running costs).

Curriculum

- **Share best practice and ideas internally to embed sustainability education and practice across your curriculum**

Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.

Green Skills & Careers

- **Access the [Climate Ambassadors](#) scheme**

Connect with Climate Ambassadors in your region when you have a particular project where you feel you could use additional support or expertise (e.g. with your pond area or gardening activities), and/or invite them to do a school assembly on a topic of interest to your school.



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Ashden is registered in England and Wales as a company limited by guarantee.
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