

# Climate Action Plan

## Landscove & Broadhempston Primary Schools

### Key priority for 25/26

1 year plan July 2025 – July 2026



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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>	JR/KB/LA/SC		
<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.	<b>Start:</b> <b>Review:</b>	JR/KB/LA/SC		
<b>Sign up to the Sustainability Support for Education</b> 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.	<b>Start:</b> <b>Review:</b>	JR/KB/LA/SC		

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Take part in a switch off campaign</b> 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).	Start: Review:	MM/JR/KB Create policy document to be rolled out across schools  Eco grps at both schools can lead on the shop floor		
<b>Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight</b> Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.	Start: Review:	All staff – particularly those on lock up		
<b>Power down strategy for appliances (fridges and freezers over holidays)</b> Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.	Start: Review:	All staff		

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Investigate the potential for solar panels</b> 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: Solar for Schools & Eden Sustainable. (Note: There is a Let's Go Guide for this action)	Start: Review:	MM to research		

<b>Install solar panels</b> You should have 3 quotes to compare your options from different companies and decide on the best option for you. Providers we recommend checking with: Solar for Schools & Eden Sustainable.	<b>Start:</b> <b>Review:</b>	MM as above		
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Consider carbon footprint and environmental practices of the services/companies you use</b> Develop a Sustainable Procurement policy or strategy.	<b>Start:</b> <b>Review:</b>	MM Trust wide – develop policy  Schools based: Jill & Karen (JR KB)		
<b>Include sustainability as part of your criteria for procurement</b> This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste. This action can follow the development of a sustainable procurement policy.	<b>Start:</b> <b>Review:</b>	JR/KB/AG/new admin		
<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 considering buying second hand and refurbished IT equipment to lower the cost and carbon footprint. <a href="#">Pure IT</a> are one option for this.	<b>Start:</b> <b>Review:</b>	MM		
<b>Incentivise acquiring uniform through the uniform exchange</b> This is a scheme where families can exchange good-condition school uniforms/equipment, that would otherwise end up in landfill or unused.	<b>Start:</b> <b>Review:</b>	PTFA – second hand uniform sales or uniform exchange	<a href="https://www.uniformedcharity.org">https://www.uniformedcharity.org</a>  <a href="https://uniformerly.co.uk/">https://uniformerly.co.uk/</a>	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Arrange a menu consultation through external organisation, e.g. <a href="#">ProVeg</a></b> Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Send off your menu to ProVeg for a menu consultation and advice on improving the planet friendly options.	<b>Start:</b> <b>Review:</b>	JR/KB and LW		

<b>Explain reasons for eating less meat during lessons, assemblies etc. promote plant-based menu options.</b> Aim to increase uptake of plant-based meals through pupil-led assemblies	<b>Start:</b> <b>Review:</b>	All staff CW/Picture news if available		
<b>Weigh food waste from kitchen and plates and share results</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, and feed this back to your school caterer to make necessary changes to dishes/menu.	<b>Start:</b> <b>Review:</b>	ECO grps in both schools Luke Ansermoz @ Landscope & Sue Cleverley @ Broadhempston		
<b>Start or improve composting and food waste facilities (onsite)</b> To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors.	<b>Start:</b> <b>Review:</b>	ECO grps in both schools Luke Ansermoz @ Landscope & Sue Cleverley @ Broadhempston		

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Start recycling and/or expand to other materials</b> Organise for recyclable, food and general waste to be collected separately. This should reduce overall waste cost as general waste is generally more costly compared to recycling or anaerobic digestion processing costs.	<b>Start:</b> <b>Review:</b>	Admin in both schools to check this.  Cleaning company to recycle waste		
<b>Label bins clearly</b> Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or <a href="#">Wastebusters</a> have signs and resources designed for primary age and you can access food waste bin labels on <a href="#">Guardians of Grub</a> .	<b>Start:</b> <b>Review:</b>	JR/KB/LA/SC  Eco grp in both schools		
<b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playground and staffroom.</b> Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.	<b>Start:</b> <b>Review:</b>	JR/KB/LA/SC  Eco group in both schools		
<b>Education around recycling as part of assemblies or other whole school opportunities</b>	<b>Start:</b> <b>Review:</b>	JR/KB/LA/SC		

<p>Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies</p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.</p>		<p>Waste busters has clear links with Eco schools. We will register for free part and make use of resources but Eco schools will drive decision making</p>		
<p><b>Engage with a plastic reduction campaign e.g. Surfers Against Sewage</b></p> <p>Become a <a href="#">Plastic Free School</a> through the great campaign run by Surfers Against Sewage.</p>	<p>Start:</p> <p>Review:</p>	JR/KB/LA/SC		

## 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
<p><b>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</b></p> <p>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.</p>	<p>Start:</p> <p>Review:</p>	JR/KB		
<p><b>Conduct a grounds audit using LtL tool for climate resilience</b></p> <p>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The <a href="#">Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p>Start:</p> <p>Review:</p>	Learning through landscapes JR/LA & KB/SC		

### 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>Enrol with <a href="#">The Nature Park (NENP)</a></b> The NENP aims to embed nature-based learning in 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.	Start: Review:	LA & SC plus eco groups		
<b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b> Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.	Start: Review:	LA & SC plus eco groups		
<b>Have pupils carry out wildlife surveys</b> Conduct <a href="#">wildlife surveys</a> and <a href="#">habitat mapping</a> using the NENP resources or take part in activities such as the <a href="#">Big Birdwatch</a> with the RSPB.	Start: Review:	LA & SC plus eco groups		

### 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>Set up a sustainability working group</b> Assemble a Sustainability Working Group featuring different stakeholders across the schools (to include Broadhempston) to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.	Start: Review:	JR/KB/LA/SC		
<b>Add sustainability goals/ projects/ successes to school website</b> Celebrate your achievements and engage your community in your climate	Start: Review:	JR/KB set up Sustainability page on		

action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.		website - add Eco grp to this		
<b>Provide CPD opportunities for staff on sustainability</b> Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK. (Ask your Climate Action Advisor whether they're able to deliver this 3 hour session with up to 7 staff for free).  <a href="#">MoEE</a> has also compiled a <a href="#">list</a> of staff training opportunities.	Start: Review:	KP on ASIP JR& KB		

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Complete a curriculum audit &amp; incorporate sustainability</b> <a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.	Start: Review:	JR/KB – staff meeting time		
<b>Survey staff on how they feel about teaching sustainability issues</b> Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change. Example: <a href="#">Staff survey on teaching sustainability issues</a>	Start: Review:	JR&KB – staff meeting time	<a href="#">Staff Survey</a>  Try this link for a survey but please 'duplicate' before using.	

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Access the <a href="#">Climate Ambassadors</a> scheme</b> Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	Start: Review:	Eco groups LA/SC		
<b>Provide opportunities within &amp; outside for all students to take leadership on sustainability</b> Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	Start: Review:	Eco groups		