

Landscove & Broadhempston Primary Schools

Key priority for 25/26

1 year plan March 2025 – April 2026 (Ext to end of academic year)

Carbon baseline: 181.84tCo2e Calculation: 3/3/25



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GET STARTED					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	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.	Start: Review:	JR/KB/LA/SC	Dedicated Climate change & sustainability pages on both school websites with actions plans shared with school community.	Builds a shared sense of purpose and pride across a small rural community, strengthening school–village identity.	Completed
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.	Start: Review:	JR/KB/LA/SC	Carbon count has been completed for both schools L :Carbon baseline: 181.84T B :Carbon baseline:60.5t	Helps pupils and staff clearly understand the school's real impact, making sustainability more tangible and locally relevant.	Completed
Sign up to the Sustainability Support 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: Review:	JR/KB/LA/SC		Provides structured guidance, saving leadership time in a small staff team.	Completed

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	IMPACT	TRACKER
Take part in a switch off campaign 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	Switch off fortnight: 8 – 21 November 2025 - Whole school assembly Pupils assigned switch off roles to ensure good habits and reduction of energy use Count your carbon month completed and info sent off by LA & SC Whole school assemblies & Eco group leading these in both schools	Pupils develop lifelong habits around energy use, often influencing behaviour at home in the village.	Completed but take part annually
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight 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	Ongoing	Reduces running costs particularly valuable for smaller rural schools with tighter budgets.	In place
Power down strategy for appliances (fridges and freezers over holidays) 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	Ongoing - become part of regular holiday switch off	Cuts unnecessary baseline energy use when the site is empty for extended holiday periods.	In place

ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	TRACKER
Investigate the potential for solar panels 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	Beyond school target – this has not been done this year due to several changes Trust wide. Other priorities.		not done
Install solar panels 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.	Start: Review:	MM as above			not done

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	TRACKER
Consider carbon footprint and environmental practices of the services/companies you use Develop a Sustainable Procurement policy or strategy.	Start: Review:	MM Trust wide – develop policy Schools based: Jill & Karen (JR KB)	Karen & Jill using sustainable products eg glue stick, white board pencils, bamboo cloths etc	Encourages support for local, sustainable rural businesses where possible.	On going
Include sustainability as part of your criteria for procurement 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.	Start: Review:	JR/KB/AG/new admin	As above	Reduces waste and embeds environmentally responsible habits in daily school operations.	In place
Replace ICT equipment that is at end of life with energy-efficient alternatives 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. Pure IT are one option for this.	Start: Review:	MM	Purchased recycled chrome books for use in school. Old laptops are recycled by Trust and distributed to schools in need.		
Incentivise acquiring uniform through the uniform exchange This is a scheme where families can exchange good-condition school uniforms/equipment, that would otherwise end up in landfill or unused.	Start: Review:	PTFA – second hand uniform sales or uniform exchange	https://www.uniformedcharity.org https://uniformerly.co.uk/ B: Phasing in new uniform this year so no used uniform for first	Supports families in the village financially while reducing waste and strengthening community sharing culture.	

			year but will set up exchange for the following year. L: PTFA regular clothes drops at school – for uniform exchange incl for newcomers and new entrants. Parents on board		
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FOOD					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	TRACKER
Arrange a menu consultation through external organisation, e.g. ProVeg 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.	Start: Review:	JR/KB and LW	Veganuary Count your carbon month Menu includes meat free options every day Meat free days	Improves pupil health while reducing environmental impact of food procurement.	completed but on going
Explain reasons for eating less meat during lessons, assemblies etc. promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies	Start: Review:	All staff CW/Picture news if available	• Spring - Devon Couty Council Watch Our Waste project • Count your carbon month • Spring – Food for Thought project • Dedicated lessons • Assemblies by Eco groups related to this	Builds awareness of food sustainability in a farming-context rural area in a balanced, educational way.	completed but on going
Weigh food waste from kitchen and plates and share results 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.	Start: Review:	ECO grps in both schools Luke Ansermoz @ Landscope & Sue Cleverley @ Broadhempston	• Food waste weighed and revisited each term – reduction evident .	Makes waste visible to children, encouraging responsibility and reducing unnecessary spending.	Completed but on going

Start or improve composting and food waste facilities (onsite) 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.	Start: Review:	ECO grps in both schools Luke Ansermoz @ Landscope & Sue Cleverley @ Broadhempston	- Composting at village hall & School garden – all food waste that is compostable is used. - Chn have made leaf compost.	Directly benefits school spaces - veg beds have their own source of compost.	Completed but on going
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WASTE					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	TRACKER
Start recycling and/or expand to other materials 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.	Start: Review:	Admin in both schools to check this. Cleaning company to recycle waste	- Mixed recycling bins in place - Separate bins in classrooms - Clothes recycling bins, open to community is also in place - Battery recycling in place - Inhaler recycling in place - Glue stick plastic recycling in place - Soft plastic collection which is taken to local Co-op who recycle	Reduces landfill waste and can lower waste collection costs—important in rural waste systems.	Completed but on going
Label bins clearly Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub .	Start: Review:	JR/KB/LA/SC Eco grp in both schools	- Bins labelled and in place. - Recycling in place.	Enables even younger pupils to independently make correct choices, building responsibility.	Completed but on going
Ensure recycling bins are in all key areas e.g. classrooms, corridors, playground and staffroom. 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.	Start: Review:	JR/KB/LA/SC Eco group in both schools	All areas have recycling bins and food composting bins	Makes sustainable behaviour the easy/default option across the school.	Completed but on going

Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	Start: Review:	JR/KB/LA/SC 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	- Part of our assembly programme for the year - External speakers invited - Chn take part in educational visits linked to recycling and sustainability – EG MPV, Totnes renewables - Plastic and battery workshops	Builds understanding beyond school, influencing family habits in the school community.	Completed but on going
Engage with a plastic reduction campaign e.g. Surfers Against Sewage Become a Plastic Free School through the great campaign run by Surfers Against Sewage.	Start: Review:	JR/KB/LA/SC	- Devon Couty Council War on Waste project - Summer assembly – speaker - Wembury conservation workshops – incl plastic impact to wild life - Beach clean whilst on trip to Wembury	Links school action to wider environmental issues affecting rural/coastal communities nearby.	Completed but on going

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	IMPACT	TRACKER
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.	Start: Review:	JR/KB	not yet started	Protects pupils in increasingly warm conditions, particularly important in older buildings.	to do
Conduct a grounds audit using Ltl tool for climate resilience Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: Review:	Learning through landscapes JR/LA & KB/SC	- Ltl ground audit completed - staff training by Ltl	Helps maximise outdoor spaces for shade, drainage, and learning.	

			• Forest school area and wild life area developed as result of audit. • All blinds have been fitted to windows and doors • NOTE: want canopy for EYFS @ L to enable all weather use		
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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	IMPACT	TRACKER
Enrol with The Nature Park (NENP) 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	Enrolled. Eco groups use materials to support their Eco work for Eco Schools award Also used for B LOTC accreditation award	Gives structure to outdoor learning already valued in rural settings.	Completed but on going
Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels' 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	Wild area planted at L on field. Pond created at WWL area Bug hotels made and dotted around school site incl field, school garden and playground. New playground at B includes areas for planting and wild life habitats.	Enhances school grounds as a rich, hands-on learning environment for science and wellbeing. AREAS NEED TO BE MAINTAINED	

Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.	Start: Review:	LA & SC plus eco groups	Birdwatch – January/February carried out surveys as part of science, geography and Forest school to capture wild life and nature data in locality.	Deepens pupils' connection to their local environment and sense of stewardship	Completed but on going
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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	IMPACT	TRACKER
Set up a sustainability working group 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	Eco groups in both schools. Collaborate with parents and local community – EG Beaver habitat visited through parent. Bee keeper in school. National Trust also in .	Deepens pupils' connection to their local environment and sense of stewardship.	Completed but on going
Add sustainability goals/ projects/ successes to school website Celebrate your achievements and engage your community in your climate 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.	Start: Review:	JR/KB set up Sustainability page on website - add Eco grp to this	Dedicated Climate change & sustainability pages on both school websites with actions plans shared with school community.	Celebrates achievements and strengthens links with the wider village community.	Completed but on going
Provide CPD opportunities for staff on sustainability 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). MoEE has also compiled a list of staff training opportunities.	Start: Review:	KP on ASIP JR& KB	LtL CPD accessed Food for thought CPD accessed Included CC&S in staff meeting agendas	Builds confidence across a small staff team to deliver sustainability consistently.	Completed but on going

CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES		TRACKER
Complete a curriculum audit & incorporate sustainability Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this.	Start: Review:	JR/KB – staff meeting time	Climate change and sustainability noted on long term curriculum plan	Ensures sustainability is embedded across subjects, not dependent on individual staff.	Completed but on going – curriculum due to change – Gov led
Survey staff on how they feel about teaching sustainability issues 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: Staff survey on teaching sustainability issues	Start: Review:	JR&KB – staff meeting time	Staff Survey - Try this link for a survey but please 'duplicate' before using.	Identifies support needs, helping make the most of limited training time.	

GREEN SKILLS AND CAREERS					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	IMPACT	TRACKER
Access the Climate Ambassadors scheme 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	Careers fair - planned for 26/27 with representatives from green careers	Broadens horizons for rural pupils by exposing them to careers they may not otherwise encounter.	Completed but on going
Provide opportunities within & outside for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	Start: Review:	Eco groups	Eco groups facilitated to lead by teacher leaders in this area	Builds confidence and responsibility particularly valuable in mixed-age rural classes.	Completed but on going



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