

Climate Action Plan

Great Barton Primary School

1 year plan Spring 2025 – 2026

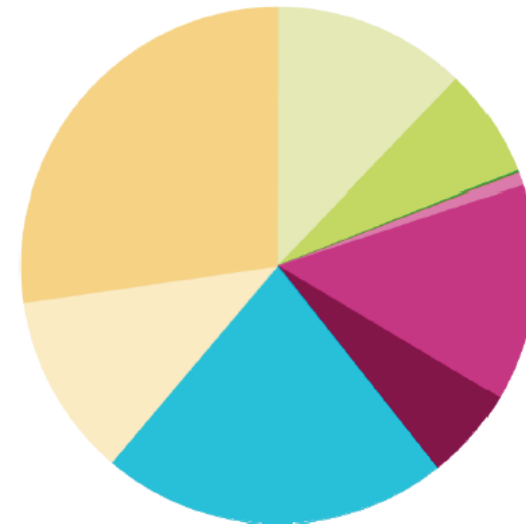


Carbon baseline: 155.96 tCo2e 24/04/2025

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 155.96 tonnes co2e* per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	19	12%
	Electricity Usage	10.6	7%
	Waste Usage	0.1	0%
	Water Usage	0.1	<1%
Transport	Vehicles	0	0%
	School Trips	1.2	<1%
	Student Commutes	21.1	14%
	Staff Commutes	9	6%
Food & Drink	Meals	34	22%
Purchases	Spending	18	12%
	Uniforms	42.9	27%



1. Decarbonisation and Energy Efficiency

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

ENERGY					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	SIP LINK	TRACKER
<p>Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms</p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill.</p>	<p>Start: June 25 Review:</p>	<p>HT/Caretaker</p>	<p>Experiment with changing timings of your heating - operating it for an hour less each day can save 5% to 10% of your annual heating bill according to the DfE.</p> <p>Used the thermostats in each classroom to turn down heating by 1 degree. Place on Eco mode</p>	<p>IQ5 SIAMS</p> <p>Through our staff and pupil-led energy monitoring activities, our pupils and staff learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our energy reduction campaigns.</p>	
<p>Incentivise students to address energy usage eg Energy Champions initiative</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy saving.</p>	<p>Start: Jan 26 Review:</p>		<p>The Pod Switch Off Fortnight 2025</p> <p>OSOW program our focus will on Energy for the whole term.</p> <p>We have got reminder stickers on every light switch to turn off when leaving the room.</p>		
<p>Power down strategy for appliances (fridges and freezers over holidays)</p> <p>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.</p>	<p>Start: July 25 Review:</p>		<p>Switched off for the summer! Energy Sparks</p> <p>We have had a meeting with Energy Sparks they required a fee which we couldn't afford at this time but hope to sign up in the future</p>		

			Fridges were turned off over the summer hols		
--	--	--	--	--	--

<p>Install a smart meter</p> <p>Contact your energy/ water supplier to get a smart meter installed. This is an important first step to get data to track consumption, and needed before you can sign up to energy usage platforms e.g. Energy Sparks</p>	<p>Start: April 25 Review:</p>		<p>Unfortunately, we have enquired about this to EDF our energy supplier and we are unable to have this installed. We have contacted electricity company to ask how we can look at our meter reading and use the data – waiting to hear.</p>		
<p>Install timer-controlled electric switches e.g. laptop charging banks to reduce energy required to charge or laptop updates overnight</p> <p>Using timer-controlled switches on laptop charging banks to charge them overnight 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.</p>	<p>Start: April 25 Review:</p>		<p>Added timers to printers and photocopiers Energy Sparks</p> <p>Eco team looked at solar panel energy that school produces and calculated that the cheapest time to photocopy would be at lunchtime. Need to review again as this was a while ago.</p> <p>Bought timers Oct25</p>		

PROCUREMENT					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	SIP LINK	TRACKER
<p>Include sustainability as part of your criteria for procurement</p> <p>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.</p>	<p>Start: October 25 Review:</p>		<p>Sustainable Procurement Policy</p> <p>We have downloaded the above</p> <p>This needs to be discussed with HT/SPL & Office manager</p>	<p>IQ5d: Through our school's strategic policies for ethical purchasing, we identify systems to reduce unnecessary consumption and therefore reduce our impact on the world's resources. In making these choices, we create an active culture of justice and responsibility and through this, the trust makes a positive impact on the culture of the school.</p>	
<p>Consider green electricity tariffs in your next contract.</p>			<p>This is something at the moment we have discussed with the CEO as this decision has to be made at a Trust level.</p>		
<p>Consider using the School Resources Exchange when purchasing new resources.</p>			<p>All subject leads are looking at ways to resource subjects in a more sustainable way. Contacting businesses, families who may run businesses, for any materials that they may not need that we could. E.g. one parent owns a printing company and has donated paper that would otherwise be thrown away.</p>		

WASTE					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	SIP LINK	TRACKER
<p>Explore or expand paperless platforms/ printing software that can reduce paper consumption</p> <p>Explore paperless platforms that can reduce paper consumption e.g. Showbie</p>	<p>Start: Review:</p>			<p>SIAMS IQ5</p> <p>Through our staff and pupil-led action on waste reduction our staff and pupils take responsibility as stewards of our world. Our Sustainability work is one of a range of strategies to ensure that this stewardship fits within our theologically rooted Christian vision and is a living reality that enables pupils and adults to flourish.</p>	
<p>Establish procedures for the reuse of school supplies</p> <p>For example, have a sorting procedure before the end of summer term. See what supplies can be re-used. Any unwanted items can be donated.</p>	<p>Start: Sept 25 Review:</p>		<p>Pupils are looking at ways this term as our focus is on 'Consumption & Waste'</p>		
<p>Encourage community reuse of resources</p>	<p>Start: Sept 25 Review:</p>		<p>Work closely with StillGoodFood a charity that collect food from supermarkets that is past it's sell by date but not its use by date. We usually have bread which we offer to our parents and they can make a donation which in turn goes back into the shop and community fridge.</p>		

FOOD					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	SIP LINK	TRACKER
<p>Increase meat-free offer on multiple days or number of meat-free options</p> <p>if meat free day not possible, explore options to reduce content in meals by replacing part of the meat with pulses.</p>	<p>Start: 15.09.25 for 6 weeks</p> <p>Review:</p>		<p>We are currently working with Digitally who are helping us to monitor our food waste in school.</p> <p>We are also working alongside our food service provider Aspens to look at menus/portion sizes/meat free options/ making cakes and other dished using leftover food for the cooked meals.</p> <p>Results from Digitally are shared and displayed in the hall. We have an Our Schools Our World assembly every other week to talk about and share the results with the whole school. (At the end of the project we came second nationally out of all the schools that participated.)</p> <p>8th October we had ‘Waste Free Wednesday’ which we launched to the parents. We challenged them to make a waste free packed. The children who had packed lunches were very animated about not using packaging their lunches. Two Eco team members even checked in the staff room to see if the Staff were also up for the challenge. We took lots of photos and will celebrate this on Friday in our Greatness Worship.</p>	<p>IQ4 SIAMS and IQ5 SIAMS</p> <p>Our school policies on providing a healthy low carbon menu, creates a culture in which people’s wellbeing is enhanced. Our staff and pupils understand that through their daily menu choices, they can be a powerful advocate for not just their own health, but the future of a healthy planet.</p>	
<p>Arrange a menu consultation through external organisation, e.g. ProVeg</p> <p>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.</p>	<p>Start:</p> <p>Review:</p>		<p>sustainable food lesson plans</p> <p>Through our work with Digitally – the data was used to see where we were wasting food through portion size, the choices given on a particular day and worked closely with our kitchen staff to make adjustments.</p>		
<p>Reduce the quantity of meat in meat -based meals</p>	<p>Start:</p> <p>Review:</p>		<p>We have at least one and sometimes two meat-free days on the school menu now. We also have a vegetarian option everyday and a fresh salad bar.</p>		

Explore and implement the addition of meat-alternatives into meat-based meals such as lasagnas, bolognese, Shepherds and Cottages pies etc. Lentils and pulses are excellent substitutes.				
<p>Weigh food waste from kitchen and plates and share results</p> <p>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.</p>	<p>Start: Review:</p>		<p>The Fab Food programme is an excellent resource, offering in-depth guides and templates on conducting an audit, producing an action plan, and how to run a food awareness week.</p> <p>Kitchen now weigh the waste daily since we have participated in the Digitally project.</p>	

TRANSPORT					
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	SIP LINK	TRACKER
<p>Conduct a staff and student travel survey</p> <p>Survey parents on barriers and solutions for travel to school.</p>	<p>Start: Summer term Review:</p>		Will do this alongside pupil survey during 'Walk to School' week.	<p>SIAMS IQ4 and SIAMS IQ5</p> <p>Through our staff and pupils' engagement in active travel weeks, with students leading the way to petition for safer school walking routes, better public transport and reducing car use, our school culture</p>	
<p>Encourage staff to carpool</p> <p>There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office works well!</p>	<p>Start: Review:</p>				

<p>Promote Park & Stride</p> <p>Communicate to the wider school community the benefits of active travel.</p>	<p>Start: Summer term Review:</p>		<p>Link to 'Walk to School' week. Our JRSOs work to promote this campaign, with posters and competition. We have an agreement with the Freedom church that we can use their car park which is up the road from the school and the parents and children can 'Park and Stride' to school.</p> <p>Rebrand & market it differently - give the scheme a fun, community-branded identity — e.g., "5-Minute Walk Club." Put up signage at the park site and along the walking route to the school. Involve students in designing posters or signs.</p>	<p>encourages justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change.</p>	
<p>Install EV charging points</p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p>Start: June 25 Review:</p>		<p>https://www.gov.uk/guidance/workplace-charging-scheme-for-state-funded-education-institutions</p> <p>HT has investigated this. She had a LECTEC meeting.</p> <p>Meeting with LECTEC limited, came to do an initial survey of our site and ascertain a quote for installation of EV charging points using grant scheme money. We could have up to 8 charging points on our site.</p> <p>We still need to look at the final location of the points once we have the plans for the school bungalow finalized.</p> <p>Have applied to DFE for funding grant (link above) to facilitate this waiting to hear back.</p>		

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	SIP LINK	NOTES/TRACKER
<p>Raise awareness around water consumption</p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides and more.</p>	<p>Start:</p> <p>Review:</p>		<p>Q4a: Through our pupil-led work on conserving water both in our school and grounds, supports our pupils to understand the precious and precarious balance of life and our responsibilities to it. We link our water use with the impact of climate change on the world's most vulnerable communities. Through this, our theologically rooted Christian vision enables all to live well together in an inclusive, dignifying, and equitable culture.</p>	<p>Consider engaging with Anglian Water's educational resources such their school water audit pack.</p>

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Plan for and take measures relating to local climate risks on school estate operations and policy</p> <p>Emergency planning policies can ensure appropriate preparation, response and recovery in the event of extreme weather events.</p>	<p>Start:</p> <p>Review:</p>		<p>IQ1 Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.</p>	<p>Contacted local Climate Ambassador and completed a survey. Have a report of the potential risks around the premises and surrounding area and other interesting data.</p>
<p>Consider adding shaded structures in play areas, perhaps using natural or biodiverse features like trellises with climbing plants, to make outdoor spaces more comfortable in hot weather.</p> <p>Students could be involved in planning by using NENP shade mapping activity</p>	<p>Start:</p> <p>Review:</p>			<p>Have started to map out areas on the NENP map site of our school.</p> <p>Working with local NENP rep who is coming into school to do some CPD in March 2026 and to then work with the children to map biodiversity areas</p>

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	SIP LINK	NOTES/TRACKER
<p>Explore links between UK consumption and global biodiversity loss — e.g., how Amazon deforestation impacts ecosystems worldwide. WWF resources might be helpful.</p>	<p>Start: Sept 25 Review:</p>		<p>IQ3c: By taking opportunities to worship outdoors, within nature and surrounded by the wonder of the world, we ensure that the worship life of the school inclusive, invitational, and inspirational. IQ4d: As a result of the theologically rooted Christian vision, our provision of opportunities to work in nature for our pupils with SEND, (or those who are vulnerable and/or disadvantaged) is one of our most effective strategies to help at difficult times. Pupils learn to self-regulate and maintain healthy emotions within these times and spaces in our garden.</p> <p>IQ4 SIAMS Mental health and wellbeing</p>	<p>This part of the Our schools, Our World programme. We have 'Greening' our curriculum. Our first theme is Consumption and waste and we have started to look at over consumption and the devastating affect it has had on our environment. The Eco have presented an assembly to the whole school. We are embedding this theme into our whole school curriculum.</p> <p>Y4 – curriculum in geography – deforestation of the Amazon rainforest</p>

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	SIP LINK	NOTES/TRACKER
Add sustainability goals/ projects/ successes to school website and newsletters	Start: Sept 25 Review:		SIAMS IQ1 Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and to enable all our adults and young people to flourish, both now and for future generations	We are currently looking at our website to highlight our Our Schools, Our World work. (Converting to new website soon – Jan 2026) New office administrator working on new press releases.
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.	Start: June 25 Review:			All staff have had CPD about Climate Change/Climate Action Planning/ Sustainability in school/Circular economy/ Thoughtbox training (Triple Well-Being, which includes self, people, and earth care)
Include sustainability as a regular agenda point in all staff meetings	Start: June 25 Review:			At present every other staff meeting is dedicated to OSOW linked to theme for that term and then planning for the next term together

CURRICULUM & GREEN SKILLS

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Complete a curriculum audit & incorporate sustainability</p> <p>Teach the Future have amazing resources on how to link the curriculum to sustainability!</p>	<p>Start: Review:</p>		<p>SIAMS IQ2</p> <p>Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils and staff strengthen their understanding of climate change and how we can mitigate this and protect God's world</p>	Green Careers week planned for summer term
<p>Create an environment where lessons can be taught outside in all subjects</p> <p>Improve outdoor learning by setting up regular opportunities to learn and play in nature.</p>	<p>Start: June 25 Review:</p>			All staff are now signed up to NENP. Staff meeting to look at resources and we can all use this in our outdoor learning as well as in all of our Forest School sessions
<p>Share best practice and ideas internally</p> <p>Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.</p>	<p>Start: Review:</p>			<p>SIAMS IQ3 Collective Worship and Spirituality</p> <p>OSOW assembly every other week to share and celebrate our achievements. We also have had visitors in to talk about Consumption and Waste to the whole school</p> <p>IQ6 and IQ7 RE</p>



www.letszero.org

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

Registered number: 05062574/ Charity number: 1104153

The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP