

# Climate Action Plan

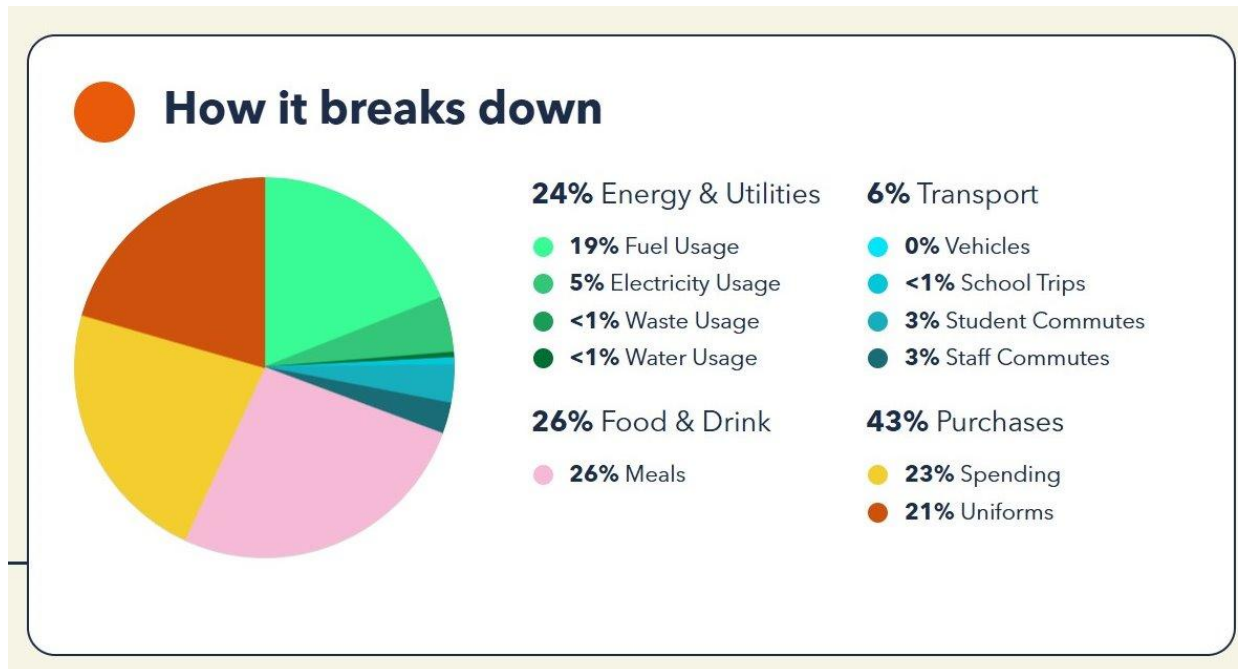
## Bude Park Primary School

1 year plan Summer 2025 – 2026

Carbon Baseline : 214.27 tCo2e    Calculation : May 2025



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**Carbon Footprint:**

**214.27 Tonnes CO2e**

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></p> <p>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.</p>	Done	E.H- SBM	Done.	Complete
<p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b> ★</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting.</p>	Done	E.H - SBM	Done.	Complete – year 1 To do year 2 - 2026
<p><b>Sign up to the Sustainability Support for Education</b></p> <p>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.</p>	Done	E.H - SBM	Done – both schools under BPP log-in.	Complete

# 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
<p><b>Take part in a switch off campaign</b> ★</p> <p>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).</p>	<p>Start: 10-25<sup>th</sup> November 2025</p> <p>Review:</p>	<p>E.H – SBM</p> <p>R.O - HoS</p>	<p><a href="#">Switch off fortnight</a> (and sustain changes long term)</p> <p>EH – has signed up to the pod</p> <p>EH to discuss with RO and filter this information to the school population.</p>	<p>6.10.2025</p>
<p><b>Monitor energy use on a regular basis through the Zenergi's new platform.</b></p> <p>This online energy-monitoring platform enables schools to visualise their energy usage. Identify when energy is used throughout the Day, Week and during holidays. Investigate half hourly data for potential anomalies.</p>	<p>Started September 2024</p> <p>Review:</p>	<p>E.H – SBM</p> <p>V.R - OM</p> <p>A.G - SFO</p>	<p>The site manager and office manager already monitor through the site managers meter readings and energy invoices. From September 2025 this will be done using the zenergi portal and site managers readings.</p>	<p>On-going</p>
<p><b>Work with the BMS maintenance company to support the site manager to optimise the BMS/BEMS temperature and timings settings. Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms</b></p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</p>	<p>Start: already in place</p> <p>Review:</p>	<p>A.G - SFO</p>	<p>AG – SFO already manages this well and will continue to do so.</p>	<p>On-going</p>
<p><b>Instruct all staff to follow heating efficiency practices eg turn heating down vs opening windows</b></p> <p>Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.</p>	<p>Start: September 2025</p> <p>Review:</p>	<p>E.H – SBM</p> <p>A.G – SFO</p> <p>E.S – admin</p>	<p>E.H and A.G to draw up a map of the school/each classroom highlighting the thermostats in each class/room area.</p> <p>E.H and A.G to create a flowchart of how to manage heating in classroom for staff to be proactive rather than reactive.</p> <p>E.S – to use the information provided to create a visual pleasing/easy reading document/poster.</p>	<p>To Start</p>

<p><b>Introduce a school policy around lighting use</b></p> <p>Having a lighting policy is a quick win, and a great way to get students on board. Get the eco-club to design 'switch-off' signs or stickers to display by all lighting switch panels around the school. This may also include getting staff to consider whether they need all lights on in a room at a time where zoned lighting is possible, and how much light these provide.</p>	<p><b>Start:</b> September 2025 <b>Review:</b> September 2026</p>	<p>E.H- SBM</p> <p>R.O/D.J - Hos/ExH</p> <p>All school staff</p> <p>Pupils</p>	<p>Policy ready - <a href="#">School lighting policy - BPP.docx</a></p> <p>To share in the new academic year</p> <p>Need to select staff member to lead and pupils to be light monitors.</p>	<p>In- Progress</p>
<p><b>Ensure your hot water system has efficient timings and temperature set</b></p> <p>Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.</p>	<p><b>Start:</b> September 2025 <b>Review:</b></p>	<p>A.G – SFO</p>	<p>A.G to investigate further.</p>	<p>To Start</p>

### ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install a smart meter</b></p> <p>Check and implement Half hourly smart meters for all incoming services if not already done. 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><b>Start:</b> <b>Review:</b></p>	<p>E.H – SBM A.G - SFO</p>	<p>E.H to investigate what is happening. Issues with Bude meter.</p> <p>This is complete, half hourly meter installed.</p>	<p>Complete</p>
<p><b>Investigate the Solar panels configuration and contribution to the energy supply,(work with maintenance company). Potentially have a display showing Solar energy production and train Teachers to use as teaching aid with children.</b></p>	<p><b>Start:</b> Autumn 2 <b>Review:</b></p>	<p>E.H – SBM A.G - SFO</p>	<p>E.H and A.G to investigate. Historic installation will little information available.</p>	<p>To Start</p>
<p><b>Undertake a school audit to identify areas of thermal loss</b></p>	<p><b>Start:</b> Autumn 2 <b>Review:</b></p>	<p>E.H – SBM A.G – SFO</p>	<p>Discussion to take place</p>	<p>To Start</p>

Thermal loss can be identified simply as cold patches by feel, but an infrared imaging camera will provide you with insight into insulation and differences in temperature that wouldn't be easily spotted. This can be done either using contractors or trained up Trust Site managers.		R.O – HoS D.J - ExH	Will purchasing a thermal gun be productive? Can the school afford to act on areas where heat is being lost?	
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Include sustainability as part of your criteria for procurement</b> This approach involves purchasing products that were designed and produced ethically and sustainably, e.g. made of recycled materials, non-toxic or ethically sourced. <a href="#">Example of Procurement policy</a>	Start: Review:	EH - SBM	1 weekly Amazon order.	On-going
<b>Reuse school uniform through a uniform exchange</b> Investigate the opportunity to develop the uniform exchange through incentivising donations and publicising the availability. Set a target of reusing a specific number of uniform items each year through your Uniform Exchange	Start: Autumn Term Review:	RO – HoS  VR – admin  ES – admin  Teacher wit	Discuss how this could work practically.	To Start

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Reduce the quantity of meat in meat based meals</b> Work with the catering company to adjust your menu offering to reduce the amount of meat in 'meaty' meals? E.g. 50% non meat protein in Spaghetti Bolognese. Also seek advice from <a href="#">ProVeg</a> on Menu adaptation.	Start: Continuation/on-going Review:	EH - SBM	Continue working closely with North Yorkshire and Cook on-site.  Meat free day to continue.	On-going
<b>Continue the Healthy eating education. Explain reasons for eating less meat during lessons, assemblies etc.</b> Supplement with teaching resources to support such as <a href="#">WRAP (key stage 2)</a> , <a href="#">Assembly info from Better planet</a> , and <a href="#">ProVeg</a> . The aim is to increase uptake of more healthier plant-based meals	Start: Review:	Teacher responsible for climate curriculum	Share documents with staff when established.	To Start

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Investigate and Implement an active travel plan to reduce the number of cars and improve air quality around the school</b></p> <p>e.g. With <a href="#">Sustrans Active travel in Schools guide</a>, or working with <a href="#">Modeshift Stars</a> and with additional support from <a href="#">Sustrans</a> and the <a href="#">Let's Go Zero webinar on Active travel</a>.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>The majority of staff have a need to travel by car. We also have the trust training room on-site meaning there are at least weekly meetings</p>	<p>To Start</p>
<p><b>Talk to your LA regarding safety of roads around the school</b></p> <p>Once potential cycle routes are mapped as part of the travel plan, Talk to local authority regarding safety of roads around the school, carry out a road safety audit and promote active travel with pupils and parents. To Start</p> <p>Talk to your local authority about potential measures to improve road safety around the school.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Discuss with SLT – the majority of our children walk/bike without the need for crossing major roads. Need for this?</p>	<p>To Start</p>
<p><b>Investigate the option of EV charging points</b></p> <p>Discuss with staff at next In-Set day, the if installing EV chargers would encourage take up of Electric vehicles. (<a href="#">Government grants</a> are available.) or if there any opportunities to regularly carshare.</p>	<p><b>Start: July 2025</b> <b>Review: July 2026</b></p>	<p>E.H – SBM</p>	<p>At present there is one member off staff with an electric car across the school/trust site.</p> <p>SBM to review annually.</p>	<p>Review annually.</p>

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Education around reducing waste and recycling as part of assemblies or other whole school opportunities</b></p> <p>Provide further education to the children and teachers with free school resources to reduce waste e.g. <a href="#">Wastebusters</a>, <a href="#">Zone</a>, <a href="#">Recyclenow</a> or <a href="#">Olio's Declutter treasure trail</a></p>	<p><b>Start: Autumn Term</b> <b>Review:</b></p>	<p>EH – SBM</p> <p>Teacher responsible for climate curriculum</p> <p>RO - HoS</p>	<p>Food waste – local authority</p> <p>Recycling in classrooms good.</p> <p>Offices to be improved</p> <p>Bottle caps recycled and in return for school equipment.</p>	<p>In-progress</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><b>Start: Autumn Term</b> <b>Review:</b></p>	<p>Staff member responsible for climate curriculum</p>	<p>Once established which teacher is taking the lead we will do this.</p>	<p>To Start</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

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Build sheltered areas on playgrounds for heat resilience</b></p> <p>Use awnings/shading measures to provide adequate shelter for students on hot days. Consider also natural heat shelter areas, e.g tree planters in the playground.</p>	<p>Start: Spring Term</p> <p>Review:</p>	<p>EH – SBM</p> <p>RO – HoS</p> <p>DJ - ExH</p>	<p>Look at additional canopy covers for the KS2 playground.</p>	<p>To Start</p>
<p><b>Install heat reflective measures in classrooms (focus on south, east and west facing). Consider implementing/installing night ventilation in hot weather where secure e.g. opening the internal facing windows.</b></p> <p>Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. external blinds/ awnings.</p>	<p>Start: Spring Term</p> <p>Review:</p>	<p>EH – SBM</p>	<p>Temperature policy read – school council to introduce</p>	<p>On-going</p>
<p><b>Subscribe to receive the UK Health Security Heat Health Alert</b></p> <p>Subscribe to the UK Health Security Agency’s (UKHSA) <a href="#">Heat-health Alert service</a>. Familiarise your staff with updated DfE guidance on hot weather.</p>	<p>Start: July 2025</p> <p>Review:</p>	<p>EH – SBM</p>	<p>Sign up completed.</p>	<p>Complete</p>
<p><b>Review the DfE commissioned ARUP report for schools in London on <a href="#">Adaption and resilience measures for schools</a> for retrofit examples and costs.</b></p>	<p>Start: Autumn Term</p> <p>Review:</p>	<p>EH - SBM</p>	<p>To read</p>	<p>To Start</p>

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Install further systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (taps)</b></p> <p>Check your water supplier to see if they do free water audits and installations. At end of life ensure that taps are replaced by push press mechanisms to reduce water wastage. Install leak detection and controlled flow measures in bathrooms (toilets with half-flush settings). Also, consider Cistern bags or containers e.g. <a href="#">Buffaloo</a>.</p>	<p><b>Start: Autumn 2025</b> <b>Review:</b></p>	<p><b>EH – SBM</b> <b>VR - admin</b></p>	<p>Investigate is water provider offers free audits.</p> <p>All new pupil toilets have motion-controlled taps.</p>	<p>To Start</p>
<p><b>Continue to raise awareness around water consumption and efficiency through the lesson plans, live events, workshops, displays and educational visits that are offered by your water provider <a href="#">Yorkshire Water - Teachers</a></b></p> <p>Consider engaging with your Yorkshire water company who 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><b>Start: Autumn 2025</b> <b>Review:</b></p>	<p><b>Teacher responsible for climate curriculum</b></p>	<p>Once established which teacher is taking the lead we will do this.</p>	<p>To Start</p>
<p><b>Install water butts</b></p> <p>Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours. These can also support a gardening club and save water.</p>	<p><b>Start: Autumn Term</b> <b>Review:</b></p>	<p><b>EH – SBM</b> <b>AG - SFO</b> <b>RO – HoS</b></p>	<p>Purchase if gardening/eco club commences/part of their plans.</p>	<p>To Start</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	NOTES	TRACKER
<p><b>Enrol with <a href="#">The Nature Park (NENP)</a> ★</b></p> <p>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, with five key steps in the journey and the actions needed to reach your goals.</p>	<p><b>Start: Spring Term</b> <b>Review:</b></p>	<p><b>Staff member responsible for climate curriculum</b></p>	<p>Once established which staff member is taking the lead we will investigate this.</p>	<p>To Start</p>
<p><b>Establish a gardening/ nature club</b></p> <p>Set up a gardening club for students and consider how plants could be used and incorporated into school meals once grown to give students experience of growing their own food. Register your school with <a href="#">RHS Campaign</a> for School Gardening and receive a free welcome pack containing seeds and growing resources.</p>	<p><b>Start: Spring Term</b> <b>Review:</b></p>	<p>RO – HoS</p> <p><b>Staff member – leading clubs.</b></p>		<p>To Start</p>
<p><b>Use eco friendly cleaning products</b></p> <p>Once current cleaning products are finished, replace any cleaning products with eco-friendly versions. This may need to be an ongoing conversation with your cleaning company.</p>	<p><b>Start: Summer 2025</b> <b>Review:</b></p>	<p>EH – SBM</p> <p>AG - SFO</p>	<p>Moved to local supplier CPD direct.</p> <p>ProChem and Ecover – enviro friendly products.</p>	<p>Complete</p>
<p><b>Increase planting of available areas</b></p> <p>Identify areas in your school grounds which could accommodate planting. Support the growth of trees, bushes, shrubs, flowers and plant life for biodiversity E.g. no-mow zones, allow hedgerows to grow, wildflower patches, pond or woodland, pollinator friendly plants, bird boxes etc. Support can be provided by <a href="#">Humber forest</a> or <a href="#">Earth restoration service</a>.</p>	<p><b>Start: July 2025</b> <b>Review:</b></p>	<p>E.H – SBM</p>	<p>E.H has contacted Humber Forest to discuss existing woodland and potential new wildflower patches.</p>	<p>In- Progress</p>
<p><b>Investigate <a href="#">Learning through landscapes</a> for support with advice and funding for greater outdoor learning.</b></p>	<p><b>Start: Autumn 2025</b> <b>Review:</b></p>	<p>RO - HoS</p> <p><b>Staff member responsible for climate curriculum</b></p>	<p>Once established which staff member is taking the lead we will do this.</p>	<p>To Start</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	NOTES	TRACKER
<p><b>Set up a sustainability working group including PTA</b></p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.</p>	<p><b>Start: Spring Term</b> <b>Review:</b></p>	<p>To be confirmed</p>	<p>To discuss with ExH and HoS re which members of staff could offer the most to the working party.</p>	<p>To Start</p>
<p><b>Add sustainability goals/ projects/ successes to school website</b></p> <p>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.</p>	<p><b>Start: Autumn Term</b> <b>Review:</b></p>	<p>EH –SBM  ES - admin</p>	<p><a href="#">Example school website.</a></p> <p>Bude new website been built over the summer. Sustainability page to sit in the back dashboard until we have content to add to the page.</p> <p>Sustainability page added with brief description. More information and images to be added as things progress.</p>	<p>In progress</p>

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Complete a curriculum audit &amp; incorporate sustainability</b></p> <p><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.</p>	<p><b>Start: Spring Term</b> <b>Review:</b></p>	<p>EH – SBM  RO – HoS  Teacher responsible for climate curriculum</p>	<p>Once it has been established which member of teaching staff will drive forward the climate/sustainability curriculum and organise assemblies etc this will be actioned.</p>	<p>To Start</p>
<p><b>Survey staff on how they feel about teaching sustainability issues</b></p> <p>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. Provide CPD training opportunities for staff on Sustainability e.g Through <a href="#">WWF teacher development</a>. And/or <a href="#">Ministry of Eco education</a>.</p>	<p><b>Start: Spring Term</b> <b>Review:</b></p>	<p>EH – SBM  RO – HoS</p>	<p>To action.</p>	<p>To Start</p>

## GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Access the <a href="#">Climate Ambassadors</a> scheme</b></p> <p>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.</p>	<p><b>Start: Autumn</b> <b>Term</b> <b>Review:</b></p>	<p><b>EH – SBM</b></p> <p><b>RO – HoS</b></p> <p><b>Staff member responsible for climate curriculum</b></p>	<p>Once it has been established which staff member(s) will drive forward the climate/sustainability curriculum and organise assemblies etc this will be actioned.</p>	<p><b>To Start</b></p>



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