

Note: This document is designed for use by Greenshaw Learning Trust schools in a Let's Go Zero workshop with guidance from a Climate Action Advisor. You will need to add/remove actions during the workshop to make this plan bespoke to your setting.



# Climate Action Plan

## Bandon Hill Primary School

1 year plan January 2026 – 2027

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Progress Key	
Not Started	Stalled
In Progress	Complete

Climate Action Plan last reviewed:
03/04/2026

★ High carbon reduction potential
◉ Priority action for all / ◉ for some*
Managed at Trust level
Shared action*, led by Trust

GET STARTED				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<p>◉ <b>Add sustainability plans, projects and successes to your website and wider communications</b></p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the <b>Let's Go Zero comms pack</b> to help!</p>	TM	<p>Start: 03.04.26</p> <p>Review: 03.09.26</p>	<p>Added to Instagram by TM</p> <p>Website page created by RH</p>	
<p>◉* <b>Set up a sustainability working group</b></p> <p>Bring together stakeholders across the school to collaborate and share ownership of your CAP and support your sustainability lead in implementing it with a school-wide approach. Include SLT, site staff, finance, teachers and, if possible, representation from your governors and/or PTA. Assign staff to lead on CAP actions and report on progress.</p>	RH	<p>Start: 03.04.26</p> <p>Review: 03.09.26</p>	<p>Decision made to run this through Eco Council with staff and children</p>	
<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 calls on the UK Government to help all schools make meaningful progress towards this by 2030.</p>	RH	<p>Completed: 03.04.26</p>	<p>Bandon Hill have signed up to this campaign</p>	

# 1. Decarbonisation

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
Calculate your school's carbon footprint using <u>Count Your Carbon</u>	Managed at Trust level	Baseline: DD/MM/YY  Review due: <i>annually</i>	Carbon baseline: ____ t CO <sub>2</sub> e	
<p>★◉ Optimise your BMS/BEMS settings and ensure heating and hot water systems have efficient timings and temperatures set</p> <p><a href="#">18°C is the general recommendation for classroom temperatures</a>, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C).</p> <p>Communicating the motive for changes to staff is key. Reducing the length of time you heat your buildings by 1hr per day or by 1°C overall can <a href="#">save 5% to 10% of your annual heating bill</a>. 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.</p>	<p><i>Shared action: Led by GLT Estates team with school support</i></p>	<p>Start: <b>03.04.26</b>  Review: <b>03.09.26</b></p>	<p>Temperatures agreed and altered</p> <p>Motive for change explained to all staff</p> <p>Motive also explained to school lettings</p>	

ENERGY – BEHAVIOURAL CHANGE				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS

<p>◦ <b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Access the energy data for your school on Barker’s dashboard and monitor half-hourly data collected by your smart meters to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually, even when the school is closed). Armed with this information, you can decide where and when is best to target energy saving actions and see the impact of measures you employ.</p>	<p><b>Shared action:</b> Led by GLT Estates team with school support</p>	<p><b>Start:</b> Ongoing <b>Review:</b> 03.09.26</p>	<p>Energy reviewed monthly by JB</p> <p>Data is stored to compare at the same points of the year (for example, April usage ‘26 vs. April usage ‘27 for a fair comparison)</p>	
<p>◦ <b>Ensure your site manager is effectively trained to optimise the BMS/BEMS</b></p> <p>Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's BMS/BEMS systems and any heating or air conditioning systems not connected to a central BMS. If you are using an energy monitoring system, then staff should be given access to CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems.</p>	<p><b>Shared action:</b> Led by GLT Estates team with school support</p>	<p><b>Start:</b> 03.04.26 <b>Review:</b> 03.09.26</p>	<p>Site manager and assistant trained</p> <p>Monitoring being undertaken</p>	
<p><b>Take part in an energy saving campaign and incentivise students to address energy usage</b></p> <p>Take part in an energy saving campaign, e.g. <a href="#">Switch Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools).</p> <p>Enlist student support to design 'switch-off' signs or stickers to display by all lighting switch panels around the school and any power sockets or switches that can safely be turned off when not in use.</p> <p>Create <a href="#">switch off checklists</a> 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 and offices. Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>RH</p>	<p><b>Start:</b> 03.04.26 <b>Review:</b> 03.09.26</p>	<p>Campaign occurring in September 2026 when new Eco Council are voted in</p>	

<p>Incentivise engagement through inter-class competitions and/or eco awards, or by electing school <a href="#">energy champions</a>. LASER Energy have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.</p>				
<p><b>Implement a power down strategy for electrical devices and appliances *</b></p> <p>Implement power-down strategies across the school, including practice and expectations around switching off lights that aren't on sensors or timers, and other equipment in classrooms, offices and kitchens. (e.g. switching off small appliances at the wall that only see intermittent use, such a laminators, projectors, DT/FT equipment and small kitchen appliances over half-terms and holidays).</p> <p>Work with the Trust and your Catering and IT support providers to ensure sleep and automatic shutdown settings are in place on computers, projectors, and smart boards, and that scanners and printers power down or are switched off overnight where appropriate. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p> <p>Catering equipment optimisation is already underway, but fridges and freezers may have been overlooked in other areas of the site, e.g. staffrooms and FT/DT suites. Check every fridge and turn them all off over holiday periods. Condense frozen food down to only one freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p> <p>Where you have point-of-use hot water heater systems in place that run 24/7, look into setting or installing timers to shut them off overnight and on days they're not accessed.</p>	<p><i>*with support from GLT IT &amp; Catering teams</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Lights are switched off by staff and children</p> <p>Equipment is turned off unless it is essential to stay on (eg. fridges)</p> <p>Site team turn outstanding devices off on final walkaround of the school, daily</p>	

**FOOD**

ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
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<p>★ • Introduce a meat-free, plant-based or planet-friendly day</p>	<p>Managed at Trust level</p>	<p>Implementation due: DD/MM/YY Review:</p>		
<p>• Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc *</p> <p>Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown. Focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy. Reach out to the Trust catering teams to access materials for this.</p> <p>If you're a primary school, check out ProVeg's series of off the shelf EYFS and primary lessons in their <a href="#">Canteen to Classroom</a> initiative. These aim to teach children about the food they eat: where it comes from, how it is made and its impact on our health and planet. This is delivered through fun and engaging, fully planned 'done for you' lessons that align with the National Curriculum. They also have a series of 'Quick Bites' concise, high-impact sessions where timetabling is too busy to accommodate something bigger.</p>	<p><i>*with support from GLT Catering team</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Assemblies scheduled for September 2026</p> <p>In class lessons scheduled for September 2026</p>	
<p><b>Grow food for use in food tech classes or by pupils/community</b></p> <p>Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community.</p>	<p>RH</p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Nursery, Reception and Year 3 growing food to use not as part of food technology, but other lessons in school.</p>	

**WASTE**

ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
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<p>● <b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce □ Reuse □ Recycle</i>' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as <a href="#">Wastebusters</a> and <a href="#">Recycle Now</a> (primary only) have a variety of curriculum-linked resources.</p>	PH	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	Wastebusters and Recycle now resources are scheduled in to be used in the Autumn Term of 2026	
<p><b>Monitor paper use and take steps to reduce consumption</b></p> <p>Use printer management software to track, control, and reduce printing across devices, set printing quotas or credits, implement print-release systems and encourage double-sided and B&amp;W printing. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays throughout classrooms and offices.</p> <p>Encourage students to conduct a small paper audit for their classes to identify where they think paper use could be reduced and discuss ideas with their teachers.</p>	<p><b>Shared action:</b> <i>Targets led by GLT IT team with school support for implementation</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>		

**PROCUREMENT**

ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
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<p>● <b>Switch to sustainably sourced paper</b></p> <p>Purchase paper from sustainable forestry (e.g. <a href="#">FSC</a> or <a href="#">PEFC</a> certified) to reduce the impact of printing and make use of recycled or re-purposed paper where possible for classroom displays and crafts/activities. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.</p>	<p><i>Shared action: Led by GLT Finance &amp; Procurement with school support</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>		
<p><b>Develop your uniform exchange and extend existing reuse practices</b></p> <p>Evaluate your uniform exchange to track how many items are being reused and set a target or take steps to increase its uptake, e.g. putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit and outdoor gear too!</p> <p>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, e.g. you could include it in open days and in your school prospectus or new student pages, aim to have it promoted and available at all parents' evenings etc.</p>	<p>RH</p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Uniform exchange in place</p> <p>Uniform washed and recycled at the end of each term (this includes coats and other items)</p> <p>Year 6 leavers asked to donate uniform where appropriate</p>	
<p><b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc *</b></p> <p>Ensure that cost is balanced against the efficiency rating of electrical appliances to balance upfront cost with running cost and longevity, e.g. choosing only appliances that are the highest efficiency rating for that product and carefully considering size/capacity relative to the number of regular users of that item.</p>	<p><i>*with support from GLT Finance &amp; Procurement</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>New fridges in the school kitchen purchased based on high efficiency rating and also longevity of product</p> <p>New dishwashers in the school kitchen purchased based on high efficiency rating and also longevity of product</p>	

## TRANSPORT

ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
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<p>◦ <b>Develop or update your active travel plan</b></p> <p>Create or update and implement your school travel plan which supports cycling, walking and other forms of sustainable travel that are appropriate to your location and setting.</p> <p>Work with your local Active Travel Coordinator or sign up for <a href="#">ModeShift STARS</a> which is an accreditation programme you can seek support from with creating and implementing your travel plan and tracking your progress to receive awards (free for schools outside of London).</p>	JB	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> 03.09.26</p>	New Travel Plan to be created in September 2026 when Evolve Lead is in post	
<p>◦ <b>Run active travel campaigns</b></p> <p>Participate in annual active travel campaigns, e.g. Living Streets' <a href="#">WoW campaign</a>, the <a href="#">Big Walk and Wheel</a> and Bikeability's <a href="#">Cycle to School Week</a> or facilitate walking and cycling to school by establishing Walking Bus initiatives. Secondary schools can consider participating in <a href="#">Modeshift's Travel Ambassadors programme</a> or for the <a href="#">TfL Travel for Life</a> programme (for schools inside London).</p> <p>Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Ask the PTA or engaged parents to support with these.</p> <p>Where catchment is wider and car use is high, consider establishing Park &amp; Stride initiatives to reduce congestion and improve air quality outside of the school, and encourage active travel as part of the commute for students further afield.</p>	JB	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> 03.09.26</p>		
<p><b>Encourage staff and parents to carpool</b></p> <p>There are many apps that can help with this, (e.g. <a href="#">LiftShare</a>) or alternatively a simple sign-up sheet in the staff office works well.</p> <p><a href="#">Travel for Life</a> also have some useful resources for PTFAs or parents wanting to organise their own car sharing group.</p>	RH	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> 03.09.26</p>	Concept shared via school letter and also published in the whole school 'Bandon Hill Bulletin'	

<p>You might also consider investing in the <a href="#">Home Run app</a> (has sign up and annual associated costs) for your school, as recommended by Modeshift.</p>				
<p><b>Talk to your local authority regarding safety of roads around the school</b></p> <p>Work with your local authority travel coordinators to explore potential measures to improve road safety around the school.</p>	<p>RH</p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Met with Local MP and members of Highways England during the Spring of 2026. Currently awaiting news on potential developments on Sandy Lane South outside school to slow the traffic down outside school.</p>	
<p><b>Consult staff on alternative ways of commuting</b></p> <p>Ask staff how you can best support them to reduce their commuting emissions. Explore including salary sacrifice schemes (such as cycle-to-work schemes, purchasing of EVs or season tickets for public transport) or car-pooling options.</p>	<p>RH</p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Salary Sacrifice Scheme currently on hold, so Trust schools are unable to access</p>	

## 2. 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	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<ul style="list-style-type: none"> <li>Conduct a climate resilience audit</li> </ul>	Managed at Trust level	Start: Review:		

WATER				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<ul style="list-style-type: none"> <li> <b>Monitor water usage on a regular basis</b>            The Estates team will be rolling out access to data platforms to allow you to monitor your water usage on a regular basis using water meter data (similar to a smart energy meter). Use the findings to inform any changes that can be made to improve efficiency (e.g. low flow taps) and compare the before/after benefits of any solutions installed.         </li> </ul>	<i>Shared action:            Led by GLT            Estates team with school support</i>	Start: <b>03.04.26</b> Review: <b>03.09.26</b>	Site manager is currently monitoring water usage and will report back to HT at the end of the term.	
<ul style="list-style-type: none"> <li> <b>* Install mechanisms to reduce water wastage</b>            The Estates team will be working with you to replace or refurbish toilet blocks, replacing taps with push press mechanisms to reduce water wastage and/or installing flow reduction measures to save as much water as possible on urinals and toilets, e.g. dual-flushes, smaller cisterns.         </li> </ul>	<i>Shared action:            Led by GLT            Estates team with school support</i>	Start: <b>03.04.26</b> Review: <b>03.09.26</b>	*Planned for your school for 2026	

### 3. Biodiversity

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<p>• Take part in <a href="#">The Nature Park</a></p> <p><a href="#">The Nature Park</a> aims to embed nature-based learning into 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 <a href="#">five key steps</a> in the journey and the actions needed to reach your goals so that students and staff can make informed choices about how to enhance and care for their local flora and fauna. This is a great tool for engaging student voices in protecting and investing in nature and for fostering leadership skills.</p> <p>Mark the boundaries of your school site on the Nature Park website to get your school added to the map.</p>	RH	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> xxxx</p>	Not yet actioned	
<p><b>Increase planting of available areas</b></p> <p>Identify areas in your school grounds which could accommodate new planting (e.g. through the <a href="#">NENP habitat mapping activities</a>). This could include hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. When planning ensure the "<a href="#">right tree in the right place</a>" principle is followed and consider accessibility and maintenance requirements. There are a number of places you may be able to apply for trees for your school, e.g. <a href="#">The Woodland Trust</a>, <a href="#">Tree Appeal</a>, the <a href="#">International Tree Foundation</a> and <a href="#">I Dig Trees</a>.</p>	IS	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> xxxx</p>	Not yet actioned	
<p><b>Establish/Develop a gardening/nature club</b></p> <p>Set up a gardening and/or nature club for students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources (like seeds, spare tools, growing containers etc).</p>	RH	<p><b>Start:</b> 03.04.26</p> <p><b>Review:</b> 03.09.26</p>	Nature Club set up in school, with resources coming from local garden centers. Children plant seeds, take part in gardening tasks and maintain the school 'meadow'	

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 [RHS Campaign for School Gardening](#) and receive a free welcome pack with growing resources and useful advice. If you're a primary school, take a look at the [Edible Playground](#) food growing resources from Trees for Cities which includes how to guides and videos, lesson plans and activities, crop guides and more, aimed at KS1 and 2.

Consider applying to the Learning through Landscapes [Local School Nature Grants](#) (e.g. for planters) which is open until 13<sup>th</sup> March 2026. You might also find the [RHS Guide to Funding Your School Garden](#) useful for more general advice.

## 4. Climate Education 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	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<ul style="list-style-type: none"> <li>Provide CPD opportunities for staff on sustainability</li> </ul>	Managed at Trust level	Start: <i>Ongoing</i> Review:		In Progress
<ul style="list-style-type: none"> <li>Appoint a sustainability focused governor</li> </ul>	Managed at Trust level	Start: Review:		
<ul style="list-style-type: none"> <li><b>Set up/Develop an Eco Council or sustainability-focused club for pupils to lead on sustainability initiatives</b></li> </ul> <p>Establish an Eco Council or sustainability-focused club and consider co-creating an 'eco charter' with your existing school council to implement, identifying personal pledges to work towards the target as a collective and ensuring student voice on sustainability is consistent and embedded.</p> <p>If you're a primary school, there are some good free resources to help you get started with this, such as the <a href="#">Young Climate Warriors 'Club in a Box'</a> and the <a href="#">Better Planet Schools</a> free modular curriculum (super for Eco Clubs and Councils) and although the Green Schools Project ended their <a href="#">free Eco Team resources</a> are still available for schools.</p>	RH	Start: <b>03.04.26</b> Review: <b>03.09.26</b>	ECO Council set up  ECO Council to create charter in the Summer Term of 2026	

CURRICULUM				
ACTION	STAFF LEAD	TIMEFRAME	NOTES	PROGRESS
<p>◦ <b>Register and work towards getting/Maintain your Green Flag accreditation with <a href="#">Eco Schools</a> *</b></p> <p>The Trust have made funding available for schools to apply for Green Flag accreditation in this academic year, and you should find that many of the possible actions in this Climate Action Plan would align with or contribute towards criteria for recognition and accreditation through Eco Schools.</p>	<p><i>*with support from GLT School Improvement Lead on Sustainability</i></p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>School to make a decision on this during the Summer Term of 2026</p>	
<p>◦ <b>Amend your curriculum to incorporate sustainability *</b></p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. <a href="#">Teach the Future</a>, the Royal Meteorological Society's <a href="#">Curriculum for Climate Literacy</a> and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.</p> <p>For a more 'plug-and-play' approach, you can make use of curriculum-integrated lessons and activities from the <a href="#">National Education Nature Park</a>, <a href="#">Learning Through Landscapes</a>, and <a href="#">the Natural Curriculum</a> etc.</p> <p>Your Trust are supporting this action with a resourced, adaptable curriculum currently undergoing development and being piloted in schools.</p>	<p>DS</p>	<p><b>Start:</b> <b>03.04.26</b></p> <p><b>Review:</b> <b>03.09.26</b></p>	<p>Curriculum Audit to occur in Summer Term 2026</p> <p>New tools to be implemented from September 2026, led by the Curriculum Lead</p>	



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