

# Climate Action Plan

## Harden Primary School

One year plan March 2026- March 2027



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Progress Key
Not Started
In Progress
Stalled
Complete

Your school's carbon baseline: TBC t CO<sub>2</sub>e      Calculation: Month Year

- ★ = high carbon reduction actions
- = Trust-wide action

### RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER
<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 and gives you a baseline against which to measure progress, year on year.</p>	<p>Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions.</p> <p>Aligned with the Department for Education's <a href="#">Sustainability and Climate Change Strategy</a>, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan.</p> <p><b>Calculating your carbon footprint is a great first step on your decarbonisation journey.</b> It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support.</p> <p><b>If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.</b></p>	<p>In Progress</p>

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>	<p><b>Start: 24.2.26</b> <b>Review:</b></p>	<p><b>Leanne Ruddock</b></p>		
<p><b>Set up a sustainability working group</b></p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.</p>	<p><b>Start: 24.2.2026</b> <b>Review:</b></p>	<p><b>Leanne Ruddock, Site Manager</b> <b>Governors, pupils, staff, parents, community</b></p>	<p>SLT and Lead – Leanne Estates – Paul Corby Teacher – Sarah Wilkinson Governor – Will Pickles Community – Dr Anne</p> <p>Parents and Support staff</p>	
<p><b>Add sustainability plans, projects and successes to your school website and share through 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 Let's Go Zero comms pack to do this.</p>	<p><b>Start: April 2026</b> <b>Review: July 2026</b></p>	<p><b>Leanne Ruddock</b></p>	<p>To start sharing with staff in March, then share wider with the community and more stakeholders throughout the summer term.</p>	

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Install LED lighting	Summer 2025		All lighting	
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, <a href="#">according to the DfE</a>.</p>	<p>Start:24.2.2026</p> <p>Review: 1.6.2026</p>	Leanne and Paul	Leanne and Paul to check and monitor the heating and hot water systems and to check fortnightly to ensure it is reflective of current season and weather conditions.	In Progress
Install TRVs on radiators	Summer 2026		All converted	
<p><b>Investigate the potential for solar panels</b></p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: <a href="#">Solar for Schools</a> &amp; <a href="#">Eden Sustainable</a>.</p>	<p>Start:24.2.2026</p> <p>Review: 1.6.2026</p>	Leanne, Paul, Office and Estates team	<p>Site manager and office manager to search out for environmental BIDs.#</p> <p>This is supported by the wider Exceed estates team.</p>	In progress

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Incentivise students to address energy usage</b></p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. <a href="#">LASER Energy</a> have a <a href="#">School Energy Action Hub</a> filled with free energy-saving resources for primary and secondary school pupils.</p>	<p><b>Start: 24.2.26</b> <b>Review: 1.6.26</b></p>	<p><b>Leanne, children across school</b></p>	<p>Consider engaging with the free <a href="#">Energy Heroes</a> Programme. Aimed at pupils in year 5, engage them with energy reduction activities. Activities are linked to the KS2 math's curriculum.</p> <p>Leanne to make a request for Year 5 visit.</p>	<p>IN PROGRESS</p>
<p><b>Take part in a switch off campaign</b></p> <p>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p><b>Start: 24.2.2026</b> <b>Review: 1.6.2026</b></p>	<p><b>Leanne, children across school</b></p>	<p>The eco team have set up a switch off campaign for the summer term- 2 weeks commence 15<sup>th</sup> June 2026</p>	<p>IN PROGRESS</p>

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b></p> <p>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to <a href="#">ProVeg</a> for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.</p>			School council meet termly	
<p><b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b></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. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.</p>	<p><b>Start:</b> 24.2.2026 <b>Review:</b> 1.6.2026</p>		Sarah to initiate with Eco Club	IN PROGRESS

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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 re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>			This is run by the PTFA and is well established now.	
<p><b>Reduce branding on uniform and other school items</b></p> <p>Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO<sub>2</sub> limits on embroidery and personalisation.</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 compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.</p>	<p><b>Start:</b> 24.2.2026</p> <p><b>Review:</b> 1.7.2026</p>	<p><b>Office and site management</b></p>		

**WASTE**

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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 -&gt; Reuse -&gt; 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="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p><b>Start:</b> <b>24.2.2026</b> <b>Review:</b> <b>1.6.2026</b></p>		<p>Assembly – Spring term led by Head teacher</p> <ul style="list-style-type: none"> <li>- Summer term led by ECO group</li> <li>-</li> </ul>	
<p><b>Monitor paper use and take steps to reduce consumption</b></p> <p>Use printer management software such as <a href="#">PaperCut</a> to track, control, and reduce printing across devices, set printer quotas, 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 though-out classrooms and offices. Set a cost limit, use print codes and create posters showing printing advice so that all staff are have to think about printing efficiently.</p>	<p><b>2025/2026</b> <b>Academic</b> <b>Year</b></p>		<p>All staff have paper cut and it is reviewed each half term.</p>	
<p><b>Establish procedures for the reuse of school supplies and equipment</b></p> <p>When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; <a href="#">School Resources Exchange</a>; Facebook Marketplace, etc.</p>	<p><b>Start:</b> <b>24.2.2026</b> <b>Review:</b> <b>1.6.2026</b></p>		<p>IT equipment have gone through a specific IT recycle system. Unwanted supplies to be donated to Rotary club for children on Malawi (good condition)</p> <p>Wider community to be given opportunity on market place.</p>	

**TRANSPORT**

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Run active travel campaigns</b></p> <p>“Participate in annual Active Travel Campaigns. Rob (LGZ) can provide a list of different options and contact details (including Living Streets’ <a href="#">WOW campaign</a> and Walk Wheel Cycle Trust’s <a href="#">Big Walk and Wheel</a>). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing <a href="#">Park and Stride</a> or Walking Bus initiatives. Signpost the PTA or engaged families to ways they can support these, including the <a href="#">School Streets Toolkit</a>.”</p>	<p><b>Sept 2025 – July 2026</b></p>	<p><b>Sarah Wilkinson</b></p>	<p>WOW Campaign is well established</p>	
<p><b>Develop an active travel plan</b></p> <p>Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). <a href="#">Modeshift Stars Education</a> is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.</p>	<p><b>Sept 2025 – July 2026</b></p>	<p><b>Sarah Wilkinson</b></p>		
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in your school grounds, such as <a href="#">Bikeability</a>. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>		<p><b>Year 5 and Year 5</b></p>	<p>2025-2026 Year booked in for children</p>	
<p><b>Install EV charging points</b></p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p><b>Start: 2026 Review:</b></p>	<p><b>Richard Crabtree, Exceed</b></p>	<p>*Trust Initiative</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>Conduct a climate resilience audit</b></p> <p>Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p><b>Start: April 26</b> <b>Review: July 26</b></p>	<p><b>Eco Group to work with site manager</b></p>		
<p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO<sub>2</sub> levels using devices.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p><b>Most important points:</b></p> <ul style="list-style-type: none"> <li>-Windows open on the cool side of the building, closed on the hot.</li> <li>-Fans can be positioned near the door to blow cold air in or near the window to blow hot air out.</li> <li>-All window vents should be open in summer</li> <li>-Internal doors should be propped open where possible.</li> <li>-Night time ventilation is essential. Leave windows open where safe and secure. If not possible, the site managers first job in summer should be to open all windows and cool the school before it heats up.</li> </ul>	

**WATER**

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Raise awareness around water consumption and efficiency</b></p> <p>Consider engaging with <a href="#">Yorkshire Water -Teachers</a> who have an education team and free resources on their website, from assembly sessions and visits to their education sites to downloadable tools and guides, and more.</p>	<p><b>Start: April 26</b> <b>Review: July 2026</b></p>	<p><b>Leanne and Yr <sup>3</sup>/<sub>4</sub></b></p>	<p>Free visits to Yorkshire Water education centres <a href="#">Yorkshire Water - Availability &amp; booking</a></p> <p>This is booked in during the summer term.</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>Take part in <a href="#">The Nature Park</a></b></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 five key steps in the journey and the actions needed to reach your goals.</p>	<p><b>Start: May 2026</b> <b>Review: July 2026</b></p>		<p>EYFS specific resources: <a href="#">A Nature Park guide for EYFS- EYFS Getting Started Guide.pdf</a></p>	
<p><b>Establish a gardening/nature club</b></p> <p>Set up a gardening and/or nature club for pupils or 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.</p>	<p><b>Start: May 2026</b> <b>Review: July 2026</b></p>		<p>To develop the grounds, with pupils leading a gardening club.</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 an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b></p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>			Fully established	
<p><b>Set up a sustainability award for students or classes</b></p> <p>Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.</p>	<p><b>Start: April</b> <b>Review: half termly</b></p>	<p><b>Leanne</b></p>	<p>Half termly award for sustainability, to be shared in celebration assembly.</p>	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Complete a curriculum audit</b></p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as <a href="#">Map The Curriculum</a> may be helpful for this.</p>	<p><b>Start:</b> Summer term <b>2026</b> <b>Review:</b> July <b>2026 then</b> Termly</p>	<p><b>Teaching Staff and Jess Taylor at Curriculum Leader</b></p>	<p>As the staff plan and evaluate long term plans for the new academic year we will audit and evaluate the curriculum areas.</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>, Royal Meteorological Society (<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><b>Start:</b> Sept <b>2027</b> <b>Review:</b> Termly</p>	<p><b>Teaching Staff and Jess Taylor at Curriculum Leader</b></p>	<p>Develop global goals day.</p> <p>Add additional assemblies into the plan.</p>	
<p><b>Survey staff on how they feel about teaching sustainability issues</b></p> <p>Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a <a href="#">template survey</a> you can use.</p>	<p><b>Start:</b> April <b>Review:</b> Half termly</p>	<p><b>Leanne Ruddock and staff</b></p>	<p>Ahead of the curriculum audit, Leanne to survey the staff as a baseline.</p>	

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Invite inspirational green careers speakers in to speak to pupils</b></p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary Futures</a>, <a href="#">Inspiring the Future</a>, <a href="#">Speakers for Schools</a> to find speakers.</p>	<p><b>Start: With immediate affect</b>  <b>Review: half termly with assembly rota.</b></p>	<p><b>All children</b></p>	<p>Plea in newsletter</p> <p>On facebook page</p>	



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