



**Southern
Education
Trust**

Climate Action Plan

Broadstone First School

1 year plan Autumn 2025 – 2026




Plan history

In Progress
Stalled
Complete

Last reviewed:

★ = high carbon reduction actions

RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER																																																					
	<p>Your Carbon Footprint Report Your schools total carbon footprint is estimated to be: 175.14 tonnes CO₂e* per year</p> <table border="1" data-bbox="896 766 1478 1133"> <thead> <tr> <th>Operational area</th> <th>Emissions area</th> <th>Scope</th> <th>t CO₂e*</th> <th>% **</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Energy, Waste & Water</td> <td>Fuel</td> <td>1</td> <td>23.5</td> <td>13%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>1.6</td> <td><1%</td> </tr> <tr> <td>Waste</td> <td>3</td> <td>0.1</td> <td><1%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.2</td> <td><1%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>School vehicles</td> <td>1</td> <td>3.8</td> <td>2%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>1.8</td> <td>1%</td> </tr> <tr> <td>Student commuting</td> <td>3</td> <td>32.3</td> <td>18%</td> </tr> <tr> <td>Staff commuting</td> <td>3</td> <td>12.9</td> <td>7%</td> </tr> <tr> <td>Food</td> <td>Food</td> <td>3</td> <td>69.7</td> <td>40%</td> </tr> <tr> <td rowspan="2">Purchasing & Uniform</td> <td>Purchasing</td> <td>3</td> <td>29.1</td> <td>17%</td> </tr> <tr> <td>Uniform ***</td> <td>Out-of-scope</td> <td>74.9</td> <td>n/a</td> </tr> </tbody> </table>  <p>* 't CO₂e' or 'CO₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.</p> <p>** Percentage of your carbon footprint.</p> <p>*** Uniform is out-of-scope and therefore not included within the pie chart.</p>	Operational area	Emissions area	Scope	t CO ₂ e*	% **	Energy, Waste & Water	Fuel	1	23.5	13%	Electricity	2	1.6	<1%	Waste	3	0.1	<1%	Water	3	0.2	<1%	Transport	School vehicles	1	3.8	2%	School trips	3	1.8	1%	Student commuting	3	32.3	18%	Staff commuting	3	12.9	7%	Food	Food	3	69.7	40%	Purchasing & Uniform	Purchasing	3	29.1	17%	Uniform ***	Out-of-scope	74.9	n/a	
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GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Sign up to the Let's Go Zero campaign</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>Start: Review:</p>	<p>Estates Manager</p>	<p>Signed up to Let's Go Zero campaign. Show our sustainability goals on the school website. This should be updated after merger as still talks about CAT rather than SET</p>	
<p>Set up a sustainability working group</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>Start: Review:</p>	<p>Donna Swann</p>	<p>Jemma Thorne</p> <p>Holly Wright</p> <p>Stuart Bonahm</p> <p>Donna Swann</p>	
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</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>Start: December 2026 Review:</p>	<p>IT Team</p>	<p>Publish Climate Action plan on the website</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
Investigate the possibility of energy audits or heat decarbonisation plans for your school.			See Southern Education Trust's Central Team's Climate Action Plan	
Access support from your local Net Zero Hub			See Southern Education Trust's Central Team's Climate Action Plan	
Investigate the potential for solar panels			See Southern Education Trust's Central Team's Climate Action Plan	
<b style="background-color: #ffff00;">Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks .	Start: 02.12.25 Review:	Finance/Site Team	Confirm with Finance/Site team if we do this?	
★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation 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%, according to the DfE .	Start: Spring 2026 Review:	Site Team	Review with Site Team	

ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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<p>Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>		<p>Southern Ed Trust Central Team</p> <p>School based staff</p>		
<p>Ensure your site managers are effectively trained to optimise the BMS/BEMS</p>	<p>See Southern Education Trust's Central Team's Climate Action Plan</p> <p>NB if you have a site manager who would be like to access training or would be able to offer training, please flag to the central team.</p>			
<p>Take part in a switch off campaign</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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Spring 2026 Review:</p>	<p>SLT</p>	<p>Introduce a Switch of Fortnight</p>	
<p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) 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). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>	<p>Start: Spring 2026 Review:</p>	<p>School Council/Eco Council</p>	<p>Following an installation of a SMART meter encourage School Council/Eco Council to monitor the usage of energy on a Monthly basis</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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Arrange a menu consultation through an external organisation e.g. ProVeg	See Southern Education Trust's Central Team's Climate Action Plan		
<p>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</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>Start: 02.12.25 Review:</p>	<p>Children</p> <p>Whole School Staff</p>	<p>Incentives with house points/classes</p> <p>Monitor the number of bags used on a daily basis</p>

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices</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>	<p>Start: 02.12.25 Review:</p>	<p>Whole School</p> <p>Parents/Children</p>	<p>I think that we could really embed this into our daily practice at school. Using the foyer as a mini shop that parents can go to. This could be card payment through weduc. Weduc would help us to keep track of how often it is being used and how regularly – potentially highlighting use by PP children or families who may be struggling.</p> <p>Keep donations at a low cost and emphasise that they are pre-loved and money made will go back towards making the school those 1%'s better each time.</p>	
<p>Follow sustainable practices when choosing products</p>	<p>Start: Spring 2026 Review:</p>		<p>Reception are actively trying to use their initiative and order equipment for Discovery Time that is made of sustainable materials such as wood.</p>	

<p>This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.</p>				
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Carry out a bin audit to ensure mandatory recycling requirements are being met</p> <p>New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>	<p>Start: Autumn 2025 Review:</p>		<p>Monitor the Bin usage specifically the</p>	
<p>Provide students with education on the importance of reducing, reusing and recycling correctly</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 Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.</p>	<p>Start: Review:</p>		<p>I don't think that we showcase to the children the importance of the 3 r's enough... I appreciate that this is something which may come up throughout the curriculum but it should be a consistent embedded practice, not just topic based? Is there a way we could set up a challenge to support learner engagement.</p>	
<p>Establish procedures for the reuse of school supplies and equipment</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</p>	<p>Start: Spring 2026 Review: Spring 2027</p>		<p>Finance encourage us to ask them before throwing anything away to see if it can actually be sold instead. This could be developed further possibly.</p>	

community, local schools and nurseries; School Resources Exchange ; Facebook Marketplace, etc.				
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). 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 Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p>	<p>Start: Summer 2026 Review: Summer 2027</p>	<p>Sustainability Lead</p>	<p>A previous school I have worked at have used this and learner engagement was high.</p> <p>Introduce the Big Walk Wheel. Sustrans used to run it but we will need to investigate whether the organisation is still running.</p>	
<p>Develop an active travel plan</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). Modeshift Stars Education 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>Start: Summer 2026 Review: Summer 2027</p>	<p>SLT</p>	<p>With the installation of the new scooter pods Spring and Summer term 2026 could be an ideal time to launch a travel plan.</p>	
<p>Provide cycle proficiency lessons in school</p> <p>Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).</p>	<p>Start: Review:</p>		<p>Do we already have Bikeability? It is a good scheme both for on road and off road lessons for children in KS2</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>Conduct a climate resilience audit</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. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p>Start: Summer 2026 Review:</p>	<p>Site Team/Governors</p>	<p>We could do this as part of a Health and Safety Challenge and Support visit.</p>	
<p>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</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 CO₂ levels using devices.</p>	<p>Start: Spring 2026 Review:</p>		<p>My classroom has a CO₂ monitor but I am unsure that it works? Do all classrooms have this?</p> <p>All classrooms should have CO₂ monitors as they were provided as part of the measures in the Pandemic. If they go red then the levels are too high.</p>	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Check site for leaks using your water meter</p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p>Start: Review:</p>		<p>We will need to find out our Water proviser. Southern Water probably</p>	
<p>Raise awareness around water consumption and efficiency</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: Summer 2026 Review:</p>	<p>Teaching Staff</p>	<p>Look at visitors for School Assembly. There are charities who would be very interested in coming into school to talk to children.</p> <p>https://waterwise.org.uk/</p>	
<p>Install water butts to harvest rainwater</p> <p>Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.</p>	<p>Start: Spring 2026 Review:</p>	<p>Site Team</p>	<p>We have water butts – sometimes they do not collect water? Reception learners try to use after heavy rain but sometimes there is none in there.</p> <p>Need to check the guttering and flow I think</p>	
<p>Install mechanisms to reduce water wastage</p> <p>At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.</p>	<p>Start: Spring 2026 Review:</p>		<p>Premises development plan.</p> <p>We will ned to see if there are grants available to do this?</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>Take part in The Nature Park</p> <p>The Nature Park 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>Start: Review:</p>			
<p>Establish a gardening/nature club</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>Start: Review:</p>		Miss Pike does a gardening club in Spring/Summer	
<p>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.</p>	<p>Start: Review:</p>		Reception have a bug hotel 'bugingham palace'	

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
Publicise your commitment to sustainability	See Southern Education Trust's Central Team's Climate Action Plan			
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives 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.	Start: Review:		Could we have an eco council? They are very effective in ensuring change happens.	
Set up a sustainability award for students or classes 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.	Start: Review:		This could encourage children to show an interest or strive to make positive choices. I wonder if school council could get involved?	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Create an environment where lessons can be taught outside in all subjects Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You	Start: Review:	Head of School/Curriculum Lead	Review opportunities to learn outside starting with smaller groups and building towards whole class	

can get support and advice from the Forest School Association , Learning Through Landscapes or the National Education Nature Park .				
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GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p>	<p>Start: Review:</p>	<p>Eco Lead</p>	<p>School singed up to Climate Ambassadors</p>	
<p>Provide opportunity for all pupils to take leadership on sustainability</p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p>Start: Review:</p>	<p>Eco lead</p>	<p>Develop the use of the Eco Council to ensure climate changes are promoted in the school</p>	



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