



**Southern  
Education  
Trust**

# Climate Action Plan Parley First School

1 year plan Autumn 2025 – 2026



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Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history
★ = high carbon reduction actions

## RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER																																																					
	<p><b>Your Carbon Footprint Report</b> Your schools total carbon footprint is estimated to be: <b>519.31 tonnes co2e*</b> per year</p> <table border="1"> <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 &amp; Water</td> <td>Fuel</td> <td>1</td> <td>390.9</td> <td>75%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>12.4</td> <td>2%</td> </tr> <tr> <td>Waste</td> <td>3</td> <td>0.1</td> <td>0%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.4</td> <td>&lt;1%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>School vehicles</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>0.2</td> <td>&lt;1%</td> </tr> <tr> <td>Student commuting</td> <td>3</td> <td>24.2</td> <td>5%</td> </tr> <tr> <td>Staff commuting</td> <td>3</td> <td>15.8</td> <td>3%</td> </tr> <tr> <td>Food</td> <td>Food</td> <td>3</td> <td>46.5</td> <td>9%</td> </tr> <tr> <td rowspan="2">Purchasing &amp; Uniform</td> <td>Purchasing</td> <td>3</td> <td>28.9</td> <td>6%</td> </tr> <tr> <td>Uniform ***</td> <td>Out-of-scope</td> <td>28.3</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 co2e*	% **	Energy, Waste & Water	Fuel	1	390.9	75%	Electricity	2	12.4	2%	Waste	3	0.1	0%	Water	3	0.4	<1%	Transport	School vehicles	1	0	0%	School trips	3	0.2	<1%	Student commuting	3	24.2	5%	Staff commuting	3	15.8	3%	Food	Food	3	46.5	9%	Purchasing & Uniform	Purchasing	3	28.9	6%	Uniform ***	Out-of-scope	28.3	n/a	
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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: 2.12.25</b> <b>Review:</b></p>	<p><b>John Bagwell</b> <b>Headteacher</b></p>	<p>The School has signed up to the Lets Go Zero website</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: 2.12.25</b> <b>Review:</b></p>	<p><b>John Bagwell</b></p>	<p>The Sustainability working party will included the Eco Council, Premises Governor and Site Manger as well as the Finance officer.</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:2.12.25</b> <b>Review:</b></p>	<p><b>John Bagwell to</b> <b>Lead with IT</b> <b>support</b></p>	<p>Website will need a dedicated section that I discreet to add the sustainability plans to it and showcase projects that are impacting positively across the school and in the community</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
<b>Investigate the possibility of energy audits or heat decarbonisation plans for your school.</b>			See Southern Education Trust's Central Team's Climate Action Plan	
<b>Access support from your local Net Zero Hub</b>			See Southern Education Trust's Central Team's Climate Action Plan	
<b>Investigate the potential for solar panels</b>			See Southern Education Trust's Central Team's Climate Action Plan	
<b>Install a smart meter</b> Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a> .	<b>Start: Jan 2025</b> <b>Review:</b>	<b>Site Manager/ Finance Officer</b>	Site manager to investigate the smart meter option as the school did have one previously but with upgrades to the system It now does not register. Work with Finance Officer to contact energy providers to investigate this as an option.	
<span style="color: #ffcc00;">★</span> <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b> 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> .	<b>Start: Jan 2026</b> <b>Review:</b>	<b>Site Manager</b>	Review TREND system online to ensure that the heating system is working at an optimum	
<b>Install TRVs on radiators</b> Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local	<b>Start: Jan 2026</b> <b>Review:</b>	<b>Site Manager</b>	All classrooms are on Thermostatic controls. Ensure that temperatures are set to maintain a constant temperature during cold period so f the year balanced with good ventilation.	

control of heating. These can be easily retrofitted on most existing radiators.				
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### ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p style="background-color: #00ff00; color: black; padding: 2px;"><b>Implement a power down strategy for electrical devices and appliances</b></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 style="background-color: #00ff00; color: black; padding: 2px;">Southern Ed Trust Central Team</p> <p style="background-color: #00ff00; color: black; padding: 2px;">School based staff</p>		
<p style="background-color: #00ff00; color: black; padding: 2px;"><b>Ensure your site managers are effectively trained to optimise the BMS/BEMS</b></p>	<p style="background-color: #00ff00; color: black; padding: 2px;">See Southern Education Trust's Central Team's Climate Action Plan</p> <p style="background-color: #00ff00; color: black; padding: 2px;">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><b>Incentivise children to address energy usage</b></p> <p>Create a program where children actively monitor and promote energy-saving behaviors in classrooms and common areas.</p> <p>How to Incentivise:</p> <ul style="list-style-type: none"> <li>• Energy Champion Roles: Assign children as "Energy Monitors" for each class to check lights, devices, and heating at the end of the</li> </ul> <p>Recognition &amp; Rewards:</p> <ul style="list-style-type: none"> <li>○ Weekly shout-outs in assembly or newsletters.</li> </ul>	<p><b>Start: Spring 2026</b></p> <p><b>Review:</b></p>		<p>Impact: Encourages ownership and builds a culture of sustainability among children while reducing energy waste day.</p>	

<ul style="list-style-type: none"> <li>○ Certificates for top-performing classes.</li> </ul>				
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p><b>Description:</b> Organise a two-week “Switch Off Fortnight” campaign across the school to encourage staff and pupils to turn off lights, computers, and other electrical equipment when not in use.</p>	<p><b>Start:</b> Run the campaign <b>before holiday periods</b> (e.g., summer or winter break) to maximize savings during times when the school is closed.</p>		<p><b>Goal:</b> Achieve a <b>10% reduction in energy use</b> during the campaign period, which is the typical saving reported by participating schools.</p> <p><b>How to Implement:</b></p> <ul style="list-style-type: none"> <li>• Display posters and reminders in classrooms and offices.</li> <li>• Use stickers near light switches and equipment as visual prompts.</li> <li>• Share progress updates in assemblies and newsletters.</li> </ul> <p>Celebrate success with a certificate or recognition for classes that contribute most</p>	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></p>			<p>See Southern Education Trust's Central Team's Climate Action Plan</p>	
<p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>	<p><b>Start: Spring 2026</b> <b>Review:</b></p>	<p><b>Finance/SLT team</b></p>	<p>Working with a new Hot School Meals provider look at options for meat free days as a whole School strategic plan.</p>	

<p><b>Monitor of food waste from kitchen and plates, share results, and set a target to reduce this</b></p> <p>Get your children 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: Jan 2026</b> <b>Review:</b></p>	<p><b>Lunchtime Team</b></p>	<p>Vary this action slightly to monitor the number of bags of Food waste we produce as a school rather than weighing it as a practical example.</p> <p>Record the results in a central area by the Eco Council Year4 .</p>	
<p><b>Start or improve composting and food waste facilities on-site</b></p> <p>Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging children! To get started, ask your school community for unwanted compost bins.</p>	<p><b>Start: Spring 2026</b> <b>Review:</b></p>	<p><b>Site Manager</b></p>	<p>We would need to purchase composters that could be sealed for the fruit waste in order to control vermin and pests at all times of the year. Composting (Bio Boat) in place for non-food waste products.</p>	

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>	<p><b>Start: SEPT 2025</b> <b>Review:</b></p>	<p><b>SLT/POPS</b></p>	<p>Review the second-hand uniform sales and the amount we are collecting and then re selling.</p>	
<p><b>Follow sustainable practices when choosing products</b></p>	<p><b>Start: Spring 2026</b> <b>Review:</b></p>	<p><b>Finance Team/ SLT</b></p>	<p>1. <b>Create a Sustainable Procurement Policy</b> aligned with school values and climate goals.</p>	<p>Reduces environmental footprint, supports ethical</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>			<ol style="list-style-type: none"> <li>2. <b>Train staff responsible for purchasing</b> on these guidelines.</li> <li>3. <b>Engage suppliers</b> to confirm compliance with sustainability standards.</li> <li>4. <b>Monitor and review purchases quarterly</b> to ensure adherence and identify improvement areas</li> </ol>	<p>supply chains, and sets a positive example for children and the community.</p>
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> 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><b>Start:2.12.25</b> <b>Review:</b></p>	<p><b>Site Manager</b></p>	<p>We have a good recycling facilities at present with separate bins for recycling and food waste to be compliant with regulations. We compost leaf litter at present or mulch to improve the quality of grassed areas.</p>	
<p><b>Provide children with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach children 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>Review:</b></p>	<p><b>Teaching Staff</b></p>	<p>Linked to Curriculum design incorporating where possible a message linked to a Geographical or Science Topic</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>Summer 2026</b> <b>Review:</b></p>		<p>Look at opportunities for selling resources using Facebook Marketplace and other online platforms.</p>	
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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).</p>	<p><b>Start: Spring 2026</b> <b>Review:</b></p>		<p>Develop our travel plan for 2026 using different stakeholders.</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 children' opinions of their grounds.</p>	<p><b>Start:</b> Summer2026 <b>Review:</b></p>		<p>Action for the Summer term as part of the Health and Safety review of the School.</p>	
<p><b>Subscribe to receive Heat Health Alerts and write a heatwave policy</b></p> <p>Subscribe to the UK Health Security Agency's (UKHSA) <a href="#">Heat-health Alert Service</a>. Familiarise your staff with updated <a href="#">DfE guidance</a> on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the <a href="#">joint union heatwave protocol</a> including short-term, medium term and long-term measures.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Completed</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>This is action that was identified as part of the welfare survey completed n July 2025. We need to look at how we can provide shade to classroom while keeping the light to the rooms. Explore the use of</p>	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Check site for leaks using your water meter</b></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 <a href="#">audit guide</a> to involve children in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p>	<p><b>Start: Spring 2026</b> <b>Review:</b></p>	<p><b>SLT/Site Manager</b></p>	<p>Complete a water audit to try and find a saving of £2500 per anum.</p>	
<p><b>Raise awareness around water consumption and efficiency</b></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><b>Start: Summer 2026</b> <b>Review:</b></p>	<p><b>Teaching Team</b></p>	<p>Contact Southern Water Education Team. We already work with a Charity as part of the curriculum but that is focused on one particular year group.</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: Dec 2025</b> <b>Review:</b></p>	<p><b>Headteacher</b></p>	<p>Sign up to the Nature Park</p>	
<p><b>Establish a gardening/nature club</b></p> <p>Set up a gardening and/or nature club for pupils or children 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: Dec 2025</b> <b>Review:</b></p>		<p>Set up of a Forest School After School club as well outdoor explorers which happen on a weekly basis.</p>	
<p><b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b></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><b>Start: Spring 2026</b> <b>Review:</b></p>		<p>Explore the grants for developing the biodiversity within the school grounds.</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
Publicise your commitment to sustainability		See Southern Education Trust's Central Team's Climate Action Plan		
<p><b>Set up a sustainability award for children 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:</b></p> <p><b>Review:</b></p>	<p>Eco Council lead</p>	<p>Eco Council to introduce with their classes</p>	

### CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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> <b>Review:</b></p>	<p><b>Curriculum Lead</b></p>		

### GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Access the <a href="#">Climate Ambassadors scheme</a></b></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><b>Start:</b> <b>Review:</b></p>	<p><b>John Bagwell</b></p>	<p>School to sign up to the Climate ambassadors scheme to link directly with the work of the Eco Council</p>	
<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:</b> <b>Review:</b></p>	<p><b>John Bagwell</b></p>	<p>Invite Speakers from different organisations to talk to children about climate change and how we can support this.</p>	

<p><b>Provide opportunity for all pupils to take leadership on sustainability</b></p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p><b>Start: Review:</b></p>	<p><b>Eco council Lead</b></p>	<p>Eco Council to continue to develop and improve.</p>	
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[www.letsgozero.org](http://www.letsgozero.org)

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