

Note: This document is designed for use 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

Barton Moss CP School

1 year plan Autumn 2025 – 2026



Danielle.mcardle@letsgozero.org

Your school's carbon baseline: TBC t CO₂e Calculation: Month Year

RECOMMENDED FIRST STEP																		
ACTION	NOTES	TRACKER																
Calculate your school's carbon footprint using Count Your Carbon 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. <table><tr><td>20% Energy & Utilities</td><td>34% Transport</td></tr><tr><td>13% Fuel Usage</td><td>0% Vehicles</td></tr><tr><td>7% Electricity Usage</td><td><1% School Trips</td></tr><tr><td><1% Waste Usage</td><td>22% Student Commutes</td></tr><tr><td><1% Water Usage</td><td>12% Staff Commutes</td></tr><tr><td>24% Food & Drink</td><td>21% Purchases</td></tr><tr><td>24% Meals</td><td>15% Spending</td></tr><tr><td></td><td>6% Uniforms</td></tr></table>	20% Energy & Utilities	34% Transport	13% Fuel Usage	0% Vehicles	7% Electricity Usage	<1% School Trips	<1% Waste Usage	22% Student Commutes	<1% Water Usage	12% Staff Commutes	24% Food & Drink	21% Purchases	24% Meals	15% Spending		6% Uniforms	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. Aligned with the Department for Education's Sustainability and Climate Change Strategy, 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. Calculating your carbon footprint is a great first step on your decarbonisation journey. 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. 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.	
20% Energy & Utilities	34% Transport																	
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7% Electricity Usage	<1% School Trips																	
<1% Waste Usage	22% Student Commutes																	
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24% Food & Drink	21% Purchases																	
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	6% Uniforms																	

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history
Last reviewed:

★ = high carbon reduction actions

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign 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.	Start: Review:	Gemma Huddart	Signed up and shared with staff and had Green day with children.	
Set up a sustainability working group 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.	Start: Review:	Gemma Huddart Lee Handley	Met together. Had individual PPA time. Delivered PD meeting Autumn term 2025	
Add sustainability plans, projects and successes to your school website and share through wider communications 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.	Start: Review:	Paul White	Media pack LGZ 2025 Shared on dojo Need to liaise with Computing Lead to get on website.	

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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
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: Review:	B Jackson		
 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: Review:	B Jackson	Water in toilets to be checked. Classroom thermometers monitored. Y3/Y4 heating checked.	
Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on most existing radiators.	Start: Review:	All classes	All radiators have these	

ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Incentivise students to address energy usage 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. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	Start: Review:	Gemma Huddart Lee Handley	Eco day took place in each class September 2025 Eco council being set up Eco projects to be assigned to each class-summer term 2026	
Take part in a switch off campaign 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.	Start: Review:	Gemma Huddart Lee Handley	Switch off day planned for summer term 2026	
Implement a power down strategy for electrical devices and appliances 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.	Start: Review:	Gemma Huddart Lee Handley	Lights on timers Manual shutdown of printers/ laptops/ smartboards	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				

Increase the number of planet friendly, meat-free options on offer every day 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!	Start: Review:	Kitchen staff	A vegan/ vegetarian option always available alongside meat option	
Start or improve composting and food waste facilities on-site 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 students! To get started, ask your school community for unwanted compost bins.	Start: Review:	Eco club Lee Handley Gemma Huddart	Eco council to discuss/raise money to purchase butts	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
★ Develop your uniform exchange and extend existing reuse practices 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!	Start: Review:	All staff	Uniform shop has been set up Encourage Y6 children to donate uniform to school July 2026 and children in other classes to donate uniform that have grown out of.	
Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc. Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with	Start: Review:	Office staff	Energy efficiency to be considered when purchasing new items	

running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.				
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Provide students with education on the importance of reducing, reusing and recycling correctly 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.	Start: Review:	Gemma Huddart Lee Handley Eco Club	Assembly planned for autumn term 2026-Eco council GH/LH	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Run active travel campaigns 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.	Start: Review:	All classes	Walk to school scheme (Travel Tracker) fully embedded in school life	

Provide cycle proficiency lessons in school 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).	Start: Review:	Paul White (PE lead)	Bikeability takes place annually at school	
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Review:	All staff	To be considered as more staff/visitors have electric vehicles-audit vehicles coming to school and impact on staff charging point would have	

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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures 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 ₂ levels using devices.	Start: Review:	Claire Woolley Barry Jackson	Update staff	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	Start: Review:	Eco council Gemma Huddart Lee Handley	Eco council to raise money for butts	

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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Take part in The Nature Park 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.	Start: Review:	All staff	Opportunities planned by teachers to link curriculum with nature/outside learning opportunities	
Establish a gardening/nature club 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.	Start: Review:	Lee Handley	Gardening club fully embedded (Extra-curricular)	
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' 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.	Start: Review:	Lee Handley Paul White Andrew Cornish Stacy Leigh EYFS	Pond/bug hotels being created in new outdoor learning area EYFS staff -bee education Bee club-KS1 staff Bat boxes design competition held-winners designing bat boxes for outside area	

Create accessible outdoor spaces that enable students to connect with nature Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.	Start: Review:	Paul White Lee Handley Andrew Cornish	Outdoor learning currently being created-bike track/ bug hotels, canopy area (shade), tables created/ plants grown/pond-ready for September 2026	
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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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
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:	Lee Handley Gemma Huddart	Eco club being set up summer term 2026-children from Y1-Y6	
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:	Lee Handley Gemma Huddart Eco club All classes	Eco award set up from September 2026-acknowledged in last celebration assembly of term	
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	Start: Review:	Gemma Huddart	2x PD meetings held summer term 2025/autumn term 2026	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Complete a curriculum audit 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 Map The Curriculum may be helpful for this.	Start: Review:	All staff	Curriculum audit carried out autumn 2025-PD meeting. Needs updating summer term 2026	
Amend your curriculum to incorporate sustainability 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. Teach the Future , Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	Start: Review:	All staff	SLT trialling Oak Academy-new curriculum, ready for implementation from September 2026. Opportunities for sustainability to be incorporated.	
Survey staff on how they feel about teaching sustainability issues 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 template survey you can use.	Start: Review:	Lee Handley Gemma Huddart All staff	Staff survey sent out summer term 2026	
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 can get support and advice from the Forest School Association , Learning Through Landscapes or the National Education Nature Park .	Start: Review:	All classes	All classes to use outdoor learning area on a regular basis (From September 2026)	

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures , Inspiring the Future , Speakers for Schools to find speakers.	Start: Review:	Lee Handley Gemma Huddart	Speakers to be invited into school autumn term 2026-Mr Seargent (Waste Management)	
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	Start: Review:	All staff	Links made with curriculum. Y6 currently consider traffic pollution as part of unit-how population impacts the environment	



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 The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP