

Climate Action Plan

School: Plaxtol Primary School

1 year plan Spring 2025 – 2026



Carbon baseline: tCo2e Calculation Date: Spring 2025



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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: 19 th March 2025 Completed: 17 th March 2025	H.T. Governing Board	Meeting with Climate Action Shipbourne and Plaxtol 10 th January 2025 Signed up to support LGZ campaign 17/3/25 Meeting Felicity Brambling-Wells – Climate Action Advisor 26 th March 2025	COMPLETE
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.	Start: April 2025 Review:	H.T. Governing Board	Using the 'Data Gathering Guide' governors and staff will gather information to calculate the carbon footprint of the school to inform the climate action plan. It is hoped that this can be completed during the seasonal summer term.	IN PROGRESS
Sign up to the Sustainability Support for Education Hub A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	Completed: 18 th March 2025 Review:	H.T.	The school is signed up to the Sustainability Support for Education Hub	COMPLETE

1. Decarbonisation and Energy Efficiency

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run a switch off campaign to ensure that lights, electronic equipment, monitors and other devices are switched off when not in use. To be completed in Term 3	Start: Term 1 Review:		The school has L.E.D. lighting throughout	
Monitor the temperature in classrooms to check that the heating is at a constant 18 degrees throughout the school day. Heating will be turned off before the end of the school day whilst the building still maintains heat. Heating will be turned off during half term.	Start: Term 2 Review:		There is a mix of traditional radiators, floor standing cabinet heaters and electric fan heaters in different parts of the school. The older installations are likely to be inefficient and are run from an oil boiler.	

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

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Investigate an affordable survey to identify if solar panels are a suitable method of energy for heating some or all of the school.	Start: January 2025 Review:	H.T.	The HT has an initial survey from L A S E R The cost of the feasibility survey and design and structural survey is £5,000 which the school cannot afford.	IN PROGRESS
Continue to implement a strict schedule for hot water usage.	Start: January 2025 Review:	H.T.	Hot water to be turned off during holidays and is only turned on for one hour at weekends.	IN PROGRESS
Approach CASP or climate ambassador to source adviser to suggest a coherent heating system for the whole building. Investigate if it is possible to have better insulation.	Start: Review:		The school is currently heated by a mix of an oil fired boiler which powers floor standing cabinet heaters or cast iron radiators and wall mounted electric fan heaters.	IN PROGRESS

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Check which bank is used by the school and use 'Bank Green' app to assess how green it is.	Start: April 2025 Review:		The school is in the KCC scheme and does not wish to change.	
Using the data gathering information a governor will investigate school procurement.	Start: April 2025 Review:		Plaxtol School Association run a second-hand uniform shop. The school own leotards and netball kit which is lent to pupils and returned for future use. There is a school uniform policy. Most items of uniform are generic e.g. grey shorts or bottle green check/stripe school dresses. The only items of uniform with the school logo are a cardigan or sweatshirt, a green polo shirt for P.E. and a school tie. These can be purchased from a local uniform supplier. The school has reduced the amount of dressing-up days to celebrate events. When this is required, swapping and sharing outfits is encouraged.	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Explain reasons for eating less meat during lessons, assemblies etc Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown. Highlight the carbon and health costs of meat and dairy and focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy.	Start: April 2025 Review:		Meat Free Mondays are offered. Vegetarian and Vegan options are available. Healthy choices are highlighted on the school menu. A governor will ask for information on which meals are consumed by children over a two-week period. The governor will follow up the	

Caterlink are the school food provider. HT has subscribed to 'Canteen to Classroom' emails			information from Caterlink on Sustainable Food, by asking questions. A conversation could be had with Caterlink to ask how they plan to move towards more sustainable school lunches.	
The school will explore ways to reduce single use plastics in packed lunches.	Start: April 2025 Review:		A way to engage parents in providing healthy packed lunches with minimal packing could be sought.	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Promote the Electric Vehicle charging points in the Memorial Hall car park.	Start: April 2025 Review:		New E.V. charging points have been installed which parents and staff may not be aware of.	
Promote using public transport for school trips.	Start: Review:		Parents could be asked to drop off and pick up children from a station. Car sharing will be encouraged.	ONGOING
Continue to encourage parents to do lift rota back from swimming lessons, matches and trips. During summer months encourage active travel to school where it is safe to do so.	Start: Summer term Review:		There is already a reasonable amount of parent lift-sharing for matches, swimming lessons and trips.	ONGOING
Discuss the impact of individual car journeys to school and encourage staff to continue lift sharing.	Start: Review:		Staff already share lifts during snowy weather, and for courses they are attending. Staff also share lifts with parents back from swimming lessons.	ONGOING

			As the school is in a rural village with little access to public transport options are limited to have an impact on transport. Staff may live outside the catchment area of the school.	
Limit unnecessary journeys. Continue to promote ASC as a way of reducing journeys to school.	Start: April 2025		After-school clubs: parents often only make one journey, leaving both siblings at school to collect together. School residential: a local setting is always chosen.	ONGOING

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Provide information for staff and children about the waste hierarchy – to reduce and reuse. Recycling is the last resort.	Start: Review:		H.T has had Countrystyle Recycling to present an assembly about Waste. This could become a regular event. A wide range of materials are recycled within the school including batteries and ink cartridges	ONGOING
Ensure that clearly labelled bins for recycling and food waste are in all key areas of classrooms, hall and playground.	Start: Review:		Food waste is now composted at school. The amount of waste will be calculated to inform the carbon footprint of the school. Pupil waste ambassadors have been appointed from Class 3 and Class 4 alternate terms. Remove bin on playground and replace with small bin for food waste only. Non-food waste to go home. Class 1, 2, office and staffroom have food waste bins.	ONGOING

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
Write a heatwave policy	Start: Review:		Subscribe to the heat alert service Follow the DofE guidance on hot weather	
Check that all windows can open Check that windows have effective blinds	Start: Review:			
Assess shade that is available in the playground during play times and when learning out of the classroom is taking place.	Start: Review:		There is shelter in the Nurture Area.	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Have regular checks by South-East Water to assess water efficiency	Review:		A survey by southeast water was undertaken and issues highlighted were rectified. 18/10/2024	COMPLETE

Raise awareness of pupils and staff that water is a valuable resource and should be used sparingly.	Start: Review:			
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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
Maximise the time that pupils spend in the Wildlife Garden and connected to nature	Start: Review:		Classes to rotate each term so that they have 5 consecutive weeks' visit to wildlife garden; this provides pupils with opportunities to notice changes taking place each week.	
Consider taking part in the National Education Nature Park	Start: Review:			

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
Set up a sustainability working group to support your sustainability lead	Completed: February 2024 Review: 2026		A Sustainability Leadership Group has been created (H.T. and Governing board) A C.A.P. will be written and reviewed on an annual basis.	COMPLETE
Promote discussion and raise awareness about climate change amongst pupils and staff	Start: Review:		This will be scheduled for a staff meeting.	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Have a range of books relating to greener issues in the library	Start: Review:			
Consider a curriculum audit of information about climate change	Start: Review:		Continue to make links with Geography and Science curriculum during visits to the Wildlife Garden.	

GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Select a range of speakers to present assemblies to promote green skills	Start: Review:			



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