

Climate Action Plan

James Elliman Academy

1 year plan Summer 2025 – 2026



Carbon baseline: ??? tCo2e Calculation: DD/MM/YY

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★ Actions marked with a star indicate actions we've identified for schools to align with The Park Federation Academy Trust Sustainability Strategy 2025-2030.

GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Calculate your school's carbon footprint using Count Your Carbon</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>Start: Summer 2025</p> <p>Review:</p>	<p>T. Johal L. Herod</p>		
<p>Sign up to the Let's Go Zero campaign ★</p> <p>Add your school to the campaign demonstrating to the UK Government the demand and ambition for a more sustainability-minded education system</p>	<p>Start: Summer 2025</p>	<p>T. Johal</p>	<p>We have signed up to this.</p>	
<p>Appoint a sustainability lead with sufficient PPA ★</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfil this role.</p>	<p>Start: Summer 2025</p> <p>Review: Summer 2026</p>	<p>T. Johal</p>	<p>Two members of staff have been appointed</p>	
<p>Register with Eco Schools to start working towards Green Flag accreditation ★</p> <p>After working through the seven Eco-Schools steps during the academic year, schools can apply for an Eco-Schools Green Flag accreditation during the annual application window, open from 1st May to 31st July.</p>	<p>Start: Summer 2025</p> <p>Review: Summer 2026</p>	<p>J. Chander H.Sohal L. Herod</p>		

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS & INFRASTRUCTURE

Actions in this category will be managed at a Trust level but keep the space below free so that you can record any infrastructure upgrades, retrofit technologies etc completed with the Trust's support as and when they are put into motion, to have them reflected as part of your academy's sustainability journey.

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Implement a power down strategy for electronic devices and appliances				

ENERGY – BEHAVIOUR CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Ensure your BMS has efficient timings and temperature set</p> <p>e.g. 6am-1pm at 18 degrees in classrooms for the school day. The DfE estimates that reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill.</p> <p>Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Ongoing</i></p>	<p>F. Hylton L. Herod T. Johal</p>	<p>Temperature regulated over the school day.</p>	
<p>Take part in a switch off campaign and incentivise students to address energy usage ★</p> <p>Create or join a Switch-Off campaign. Aim for a 10% reduction of energy use.</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes Have your students design 'switch-off' signs or stickers to display by switch panels around the school.</p> <p>Create switch-off checklists for the end of the day/week/term and school year.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>L. Herod H. Sohal J. Chander Class Teachers</p>	<p>To set up a ECO Green Team/Monitor to be responsible for monitoring the lights in the classrooms</p> <p>Get the ECO Team to design a poster for switch off campaign</p>	

<p>Instruct all staff to follow heating efficiency practices ★</p> <p>Give staff clear instructions on how to manage heating and ventilation in their classrooms, e.g. how to control TRVs or their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>F. Hylton T. Johal</p>	<p>Actions will be shared with staff when heating is in use</p>	
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PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Switch to sustainably sourced paper ★</p> <p>Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) to reduce the impact of printing and make use of recycled or re-purposed paper where possible for classroom displays and crafts/activities.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Autumn 2026</i></p>	<p>H. Sohal N. Rashidova</p>	<p>Digital communication has been implemented to Parents/Carers. Recycled paper is now being purchased. Recycling paper bins have been put in each photocopying rooms.</p>	
<p>Reuse school uniform through a uniform exchange</p> <p>Set a target of reusing a specific number of uniform items each year. Include PE kit and outdoor gear for forest schools.</p>	<p>Start: <i>Summer 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>K. Morgan B. Simmons</p>	<p>Uniform donation box available in the school entrance. Regular preloved uniform sale promoted during the academic year.</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Weigh food waste from kitchens and plates and share results</p> <p>Get your students involved in daily weigh-ins of food waste to help them understand the scale or ask your caterers to share their food waste weights with you and have your students lead a campaign to communicate the results in an impactful way.</p>	<p>Start: <i>Spring 2025</i></p> <p>Review: <i>Ongoing</i></p>	<p>C. Sapkota H. Sohal</p>	<p>Scales have been provided to the Lunchtime Supervisor who has been weighing daily wastage and a record is being maintained. We have put measures in place to reduce the food wastage.</p> <p>Classrooms have Food Waste bins for fruit waste.</p>	
<p>Start or improve composting and food waste facilities (onsite)</p> <p>Ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. put class monitors in charge of composting snack-time fruit waste</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Ongoing</i></p>	<p>F. Hylton C. Sapkota Kitchen Staff Cleaners</p>	<p>Currently looking into purchasing compost bins.</p>	

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Explore and implement strategies for reducing paper consumption ★</p> <p>Consider implementing print-release systems and/or printer credit allowances to better understand how current paper usage can be made more sustainable and/or explore paperless platforms for curriculum use and digital portfolios where possible e.g. Showbie</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>T. Johal J. Chander Office Staff</p>	<p>Print release systems are in place and regular monitoring is in place.</p>	
<p>Label bins clearly to support with behaviour-change and understanding ★</p> <p>You can work with your students to design signage for these, or Wastebusters have signs and you can access food waste bin labels on Guardians of Grub.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>F. Hylton H. Sohal</p>	<p>Waste bins labelled – food, recycling and general</p>	
<p>Education around recycling and conduct a waste audit ★</p> <p>Deliver assembly slides and information to students regarding what is to be put in each bin as part of whole-school opportunities for engagement. Collaborate with your students on a waste audit. There's a helpful step-by-step guide from Wastebusters on how to do this.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Summer 2027</i></p>	<p>L. Herod T. Johal SLT Teachers ECO Team</p>		

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Conduct a staff and student travel survey and share the findings with parents ★</p> <p>This can be done as a simple 'hands up' survey in form time, using the CYC tool or resources from Sustrans as a guide. When you're ready to share the information, consider taking this opportunity to promote active travel options and to talk about the journey you're on to decarbonise the school and empower children to make planet-friendly choices.</p>	<p>Start: <i>Summer 2026</i></p> <p>Review: <i>Summer 2026</i></p>	<p>SLT Office Staff</p>		
<p>Implement a plan to reduce business travel ★</p> <p>Plan and aim to implement year on year reduction strategies in relative business car mileage travelled, and transition towards greater use of on-line meetings and training to reduce the necessity to travel.</p>	<p>Start: <i>Summer 2026</i></p> <p>Review: <i>Summer 2027</i></p>	<p>T. Johal L. Herod H. Sohal J. Chander</p>		

<p>Consider the carbon impact of school trips and identify local opportunities for educational visits ★</p> <p>Reduce the distance or investigate more sustainable travel options and make sustainability considerations part of your planning processes. Build relationships with local business to provide opportunities for educational school trips in your wider community.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2027</i></p>	<p>SLT</p>	<p>More walking trips being organised around the local area</p>	
<p>Run active travel campaigns</p> <p>e.g. Modeshift STARS. Participate in Active Travel Weeks: e.g. Living Streets, Big Walk & Wheel, Cycle to School Week.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>L. Herod SLT Teachers</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>Subscribe to receive heat health and flood alerts and write a heatwave policy ★</p> <p>Subscribe to the UKHSA Heat-health Alert service. Familiarise your staff with DfE guidance on hot weather. Check your flood risk and subscribe for flood warnings if needed.</p> <p>Write a heatwave policy to make practice clear and consistent to communicate and implement. It might include school dress code, passive ventilation measures, PE lessons, hydration, sunscreen, outdoor learning etc. Refer to the DfE guidance on hot weather. Consider adopting the joint union heatwave protocol including short, medium and long term measures.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>T. Johal SLT</p>		
<p>Ensure staff understand how to cool their rooms</p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. The gov.uk guidance on natural ventilation in the home applies equally well to classrooms!</p>	<p>Start: <i>Summer 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>L. Herod SLT Teachers J. Chander H. Sohal</p>	<p>During heatwave advice staff on how to keep their rooms cool e.g. Lowering blinds, turns light off and shut windows and doors to keep the heat out.</p>	

<p>Conduct a grounds audit</p> <p>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Ltl engages students' voice.</p>	<p>Start: <i>Summer 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>F. Hylton T. Johal L. Herod H. Sohal</p>		
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WATER

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Implement a water usage policy ★</p> <p>Create and communicate a water usage policy to reduce water wastage. Consider assigning tap monitors and encouraging students to lead on designing and implementing signs or stickers at point of use to turn off-taps that don't have a self-closing mechanism.</p>	<p>Start: <i>Autumn 2026</i></p> <p>Review: <i>Summer 2027</i></p>	<p>L. Herod F. Hylton T. Johal SLT</p>		
<p>Raise awareness around water consumption and efficiency</p> <p>See if your water provider has an education team or free resources for schools or check out WaterWise</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>T. Johal SLT Classroom Teachers</p>		
<p>Install water butts</p> <p>Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours. Consider collecting waste water from students' bottles when they refill.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Autumn 2026</i></p>	<p>F. Hylton J. Chander</p>	<p>Water butts to be purchased and installed.</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>Enrol with The Nature Park (NENP) ★</p> <p>Get your school grounds added to the NENP map, embed nature-based learning in the curriculum and give students skills and agency in learning how to improve their site for people and wildlife.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>L. Herod SLT</p>		
<p>Establish a gardening or nature club</p> <p>Register with the RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>J Chander ECO Team</p>	<p>Set up a gardening club with Year 5/6 children and established a watering rota</p>	
<p>Increase biodiversity to support local wildlife and environmental awareness ★</p> <p>Create spaces for connecting with nature e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels', and adding wildflower meadows, trees and hedgerows.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>J. Chander Eco Team</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>Have staff attend termly Trust-wide meetings to share good practice ★</p> <p>Encourage and support your sustainability lead or another nominated staff member to attend termly network meetings to share good practice in embedding sustainability across the Trust</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>T. Johal L. Herod SLT</p>		
<p>Identify opportunities to build relationships with the wider community inc. councils and eco groups ★</p> <p>Build and enhance relationships with sustainability teams in local councils and local authorities. Identify local/community environmental groups with which to share knowledge and experiences. Local wildlife trusts and regional or town/city-based groups, such as Transition Towns networks, SDG networks and similar are good places to begin looking.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>L. Herod SLT ECO Team</p>		
<p>Set up an eco-council and/or assign sustainability representatives on your student council for pupils to lead on sustainability issues ★</p> <p>Establish an Eco Council and/or consider co-creating an 'eco charter' with your existing school council to implement, identifying personal pledges to work towards the target as a collective and ensuring student voice on sustainability is consistent and embedded</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>R. Pinkney K. Morgan J. Chander</p>		
<p>Set up a sustainability working group</p> <p>Assemble a working group of stakeholders across the school to lead on, collaborate and effect change including SLT, site manager, teachers, and, if possible, governors and PTA.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>SLT School Council Teachers ECO Team</p>		

CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Create an environment where lessons can be taught outside in all subjects to support health and wellbeing ★</p> <p>Improve outdoor learning by setting up regular opportunities to learn in nature. You can get support and advice from the Forest School Association, Learning Through Landscapes or the Nature Park.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>R. Ellington T. Johal SLT Teachers</p>		
<p>Survey staff on how they feel about teaching sustainability issues</p> <p>Ask them to rate their knowledge and confidence about the causes and effects of climate change to get a better grasp of CPD needs.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>SLT Subject Leads</p>		

GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Provide opportunities for all students to take a lead on sustainability issues</p> <p>Aim to develop initiatives that make it possible for <i>all</i> students to engage and lead on sustainability projects somewhere in their school journey. This may be through other climate actions you've already selected, e.g. student-led switch-off, food waste or plastics reduction campaigns, NENP habitat mapping, establishing eco-clubs etc.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review: <i>Spring 2027</i></p>	<p>L. Herod SLT Subject Leads</p>		
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and harness their skills and expertise to enhance your Climate Action Plan and sustainability projects.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Autumn 2026</i></p>	<p>J. Chander H. Sohal</p>		

Forward Planning

Actions to keep in mind for future Climate Action Plans

ACTIONS FOR FUTURE CAPS					
PILLAR	ACTION	PILLAR	ACTION	PILLAR	ACTION
	<p>Make a note of or copy and paste your action here</p> <p>And the information that goes with it – or a note about what else needs to happen first before you can pursue this</p>				



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