

# Climate Action Plan

## Brindishe Federation

1 year plan Autumn 2025 – 2026



Carbon baseline: See appendices      Calculation: June 2025



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### GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b> 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.	Completed	Heads of schools		Complete
<b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a> ★</b> This free digital tool allows you to calculate the carbon footprint for your educational setting.	Start: June 2025 Review: June 2026	Heads of schools and finance officer		Complete

## 1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOUR CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Take part in a switch off campaign ★</b></p> <p>Take part in a Switch-Off campaign, e.g. <a href="#">Switch-Off Fortnight</a>. Aim for 10% reduction of energy use (the typical amount saved by participating schools).</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Monitor energy use on a regular basis through platforms such as Energy Sparks</b></p> <p>Sign up to <a href="#">Energy Sparks</a>. This online energy-monitoring platform enables schools to visualise their energy usage. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools to reduce their consumption and thus make great savings.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Adjust BMS/BEMS for efficiency during the school day e.g. 6am-1pm at 18 degrees in classrooms (and also during the holidays / evenings etc</b></p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</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><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Install TRVs on radiators (Green only)</b></p> <p>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 existing radiators.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Introduce a shut down time for all IT equipment</b></p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>

<p><b>Power down strategy for appliances (fridges and freezers over holidays)</b></p> <p>Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only 1 freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
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### ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Investigate the potential for solar panels</b></p> <p>Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you. Providers we recommend checking with: Solar for Schools &amp; Eden Sustainable. (Note: There is a Let's Go Guide for this action)</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>

### PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Consider carbon footprint and environmental practices of the services/companies you use including during procurement of new catering company.</b></p> <p>Develop a Sustainable Procurement policy or strategy.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Ensure that ICT equipment is energy efficient by replacing ICT equipment that is at end of life with energy-efficient alternatives</b></p> <p>Purchase new IT equipment based on energy efficiency ratings and considering buying second hand and</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>

refurbished IT equipment to lower the cost and carbon footprint.				
<p><b>Switch to recycled or sustainably sourced paper</b></p> <p>Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			Planning

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Arrange a menu consultation through external organisation, e.g. <a href="#">ProVeg</a></b></p> <p>Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Send off your menu to ProVeg for a menu consultation and advice on improving the planet friendly options.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			Planning
<p><b>Reduce the quantity of meat in meat based meals</b></p> <p>Explore and implement the addition of meat-alternatives into meat-based meals such as lasagnas, bolognese, Shepherds and Cottages pies etc. Lentils and pulses are excellent substitutes.</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			Planning
<p><b>Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options.</b></p> <p>Aim to increase uptake of plant-based meals through pupil-led assemblies</p>	<p><b>Start:</b></p> <p><b>Review:</b></p>			Planning

<p><b>Ensure food waste collection takes place throughout all schools.</b></p> <p>Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Conduct a staff and student travel survey</b></p> <p>Carry out a travel survey to get an understanding of student and staff travel. This can be done as a simple 'hands up' survey in a form time session. You can do this using the CYC tool as a guide, or other resources from Sustrans or other active travel organisations.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>We discussed doing one at the beginning of the year and one at the end.</p>	<p>In progress</p>
<p><b>Provide cycle proficiency lessons in school e.g. <a href="#">Bikeability</a></b></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.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Apply for grant for bicycle shelters if it becomes available.</b></p> <p>Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.</p> <p>Details of the grant (not yet open) are <a href="#">here</a></p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>
<p><b>Run active travel campaigns e.g.</b></p> <p>Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>

<p><b>Investigate installing EV charging points (Green only)</b></p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p>	<p><b>Start:</b> <b>Review:</b></p>			
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Run a campaign for one hard to recycle material e.g. textiles / batteries / costumes etc.</b></p> <p>For example</p> <ul style="list-style-type: none"> <li>- costume swap shops for World Book Day / Halloween etc</li> <li>- Take up Brindishe Manor idea of Pupil Profit Shop (check for free places)</li> <li>- Make money by doing textile onsite (there are a few organisations e.g. TR Aid / Kids Just Recycle / Textile recycling fundraising scheme for schools   Recycle 4 School <i>(NB it is worth checking where the clothes go before getting involved in one of these schemes)</i>)</li> <li>- Join the Big Battery Hunt</li> </ul>	<p><b>Start:</b> <b>Review:</b></p>		-	Planning
<p><b>Label bins clearly</b></p> <p>Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or <a href="#">Wastebusters</a> have signs and resources designed for primary age and you can access food waste bin labels on <a href="#">Guardians of Grub</a>.</p>	<p><b>Start:</b> <b>Review:</b></p>			In progress

<p><b>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</b></p> <p>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.</p>	<p><b>Start:</b> <b>Review:</b></p>			In progress
<p><b>Education around recycling as part of assemblies or other whole school opportunities</b></p> <p>Deliver assembly/ information to students regarding what is to be put in each bin. <a href="#">Young Climate Warriors</a> provide slides/ assemblies</p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful <a href="#">step-by-step guide</a> for this.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Focus on cutting paper use</b></p>	<p><b>Start:</b> <b>Review:</b></p>		<p>Suggestions were:</p> <ul style="list-style-type: none"> <li>- Celebrating lowest use across the federation</li> <li>- Using lined books for KS2</li> <li>- Exploring using quotas</li> </ul>	Planning

## 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 heat audit of the school site checking that windows and blinds open and close and identifying hot spots that need action.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning

Use the site team to check that all windows and blinds are operational to allow staff to control their own spaces effectively and consider areas outside that might need additional shading or particular classrooms that overheat.				
<b>Register for flood alerts from UK Gov and The Met Office websites (Manor only)</b> Get flood warnings by phone, text or email via the <a href="#">gov.uk website</a> or sign up to receive weather warnings from the <a href="#">Met Office</a>	<b>Start:</b> <b>Review:</b>			Planning

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Organise a free water audit (through Thames Water)</b> Check your water supplier to see if they do free water audits and installations. At end of life ensure that taps are replaced by push press mechanisms to reduce water wastage.	<b>Start:</b> <b>Review:</b>			Planning
<b>Educate about water consumption and efficiency</b> There are some useful resources here <a href="#">Online STEM lessons</a> and here: <a href="#">Teaching resources   WaterAid UK</a>	<b>Start:</b> <b>Review:</b>			Planning
<b>Install water butts</b> Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours.	<b>Start:</b> <b>Review:</b>			Planning

### 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>Enrol with <a href="#">The Nature Park (NENP)</a></b></p> <p>The NENP aims to embed nature-based learning in 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:</b> <b>Review:</b></p>			Planning
<p><b>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</b></p> <p>Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Register with the RHS <a href="#">School Gardening Campaign</a></b></p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Access free trees from the Woodland Trust to increase planting of available areas</b></p> <p>Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning

## 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

<b>CULTURE</b>				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Set up a sustainability working group (including PTA)</b></p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.</p>	<p><b>Start:</b> <b>Review:</b></p>			In progress
<p><b>Include sustainability in your school development plan</b></p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Add a sustainability update to the Federation newsletter</b></p> <p>Communicate your sustainability efforts and success via your newsletters, website, local press and social media channels and get your wider community involved.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Appoint a sustainability focused Governor / put a standing item on the agenda of general meetings</b></p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p>	<p><b>Start:</b> <b>Review:</b></p>			Planning
<p><b>Aim to achieve the Eco Schools Green Flag – Green only (Lee already doing)</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> <b>Review:</b></p>			Planning
<p><b>Provide CPD opportunities for staff on sustainability</b></p>	<p><b>Start:</b> <b>Review:</b></p>			Planning

<p>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills through Carbon Literacy training or Climate FRESK. For a shorter, whole staff training, the WWF has a one hour webinar: <a href="#">WWF online</a></p> <p><a href="#">MoEE</a> has also compiled a list of staff training opportunities.</p>				
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### CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Complete a curriculum audit &amp; incorporate sustainability e.g.</b></p> <p><a href="#">Teach the Future</a> have amazing resources on how to link the curriculum to sustainability! <a href="#">MoEE</a> also has very helpful resources on this.</p>	<p><b>Start:</b> <b>Review:</b></p>		<p>In order to support this, Manor already uses <a href="#">Climate Ed</a>. Could this be something Lee might also be interested in. Or alternatively <a href="#">The Green Schools Project</a>.</p>	<p>Planning</p>
<p><b>Set up a forest school (Manor only)</b></p> <p>Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access Forest School regularly.</p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>

### GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Include green skills as part of your careers fair</b></p> <p>Integrate green skills and career pathways in school career fairs. There are some useful resources here: <a href="#">Green Futures - Curiosity Connections</a> and you may be able to get some speakers by contacting The Climate Ambassadors: <a href="#">Contact us &amp; get involved   Climate Ambassadors</a></p>	<p><b>Start:</b> <b>Review:</b></p>			<p>Planning</p>



[www.letszero.org](http://www.letszero.org)

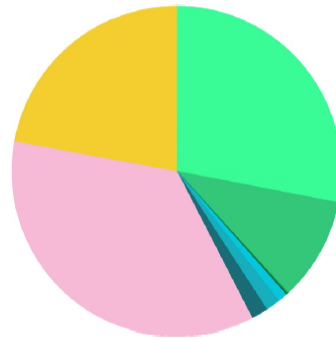
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## Appendix 1: Carbon footprint and comparisons – Brindishe Manor

### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **219.65 tonnes co<sub>2</sub>e\* per year**

Operational area	Emissions area	t co <sub>2</sub> e*	% of footprint
Energy & Utilities	Fuel Usage	61.5	28%
	Electricity Usage	22.2	10%
	Waste Usage	0.2	0%
	Water Usage	0.3	<1%
Transport	Vehicles	0	0%
	School Trips	1.9	<1%
	Student Commutes	3.1	1%
	Staff Commutes	3.5	2%
Food & Drink	Meals	77.9	35%
Purchases	Spending	49	22%
	Uniforms	0	0%



\*'t co<sub>2</sub>e' or 'co<sub>2</sub>e' 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.

Average Per Pupil in Primary		Brindishe Manor Primary School	Comparison
Average pp	0.99	0.50	Below average
Fuel	0.13	0.14	Above average
Electricity	0.08	0.05	Below average
Waste	0.00	0.00	Average
Water	0.00	0.00	Below average
Vehicles	0.00	0.00	Below average
Trips	0.01	0.00	Below average
Student Commutes	0.18	0.01	Below average
Staff Commutes	0.09	0.01	Below average
Food	0.16	0.18	Above average
Spending	0.13	0.11	Below average
Uniforms	0.21	0.00	Below average

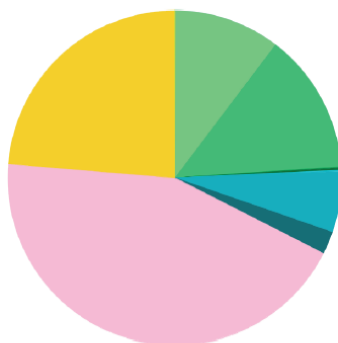
Tonnes of CO<sub>2</sub> per pupil per year.

## Appendix 2: Carbon footprint and comparisons – Brindishe Green

### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **308.31 tonnes co2e\*** per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	31.9	10%
	Electricity Usage	41.8	14%
	Waste Usage	0.2	0%
	Water Usage	0.6	<1%
Transport	Vehicles	0	0%
	School Trips	0.3	<1%
	Student Commutes	18.2	6%
	Staff Commutes	6.6	2%
Food & Drink	Meals	135.3	44%
Purchases	Spending	73.5	24%
	Uniforms	0	0%



\*'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.

Average Per Pupil in Primary	Brindishe Green Primary School	Comparison	
Average pp	0.99	0.50	Below average
Fuel	0.13	0.05	Below average
Electricity	0.08	0.07	Below average
Waste	0.00	0.00	Below average
Water	0.00	0.00	Below average
Vehicles	0.00	0.00	Below average
Trips	0.01	0.00	Below average
Student Commutes	0.18	0.03	Below average
Staff Commutes	0.09	0.01	Below average
Food	0.16	0.22	Above average
Spending	0.13	0.12	Below average
Uniforms	0.21	0.00	Below average

Tonnes of CO2 per pupil per year.

## Appendix 3: Carbon footprint and comparisons – Brindishe Lee

### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **131.97 tonnes CO<sub>2</sub>e\*** per year

Operational area	Emissions area	t CO <sub>2</sub> e*	% of footprint
Energy & Utilities	Fuel Usage	27.9	21%
	Electricity Usage	16.7	13%
	Waste Usage	0.1	0%
	Water Usage	0.3	<1%
Transport	Vehicles	0	0%
	School Trips	0.2	<1%
	Student Commutes	0.8	<1%
	Staff Commutes	2.4	2%
Food & Drink	Meals	48.8	37%
Purchases	Spending	34.9	26%
	Uniforms	0	0%



\*'t CO<sub>2</sub>e' or 'CO<sub>2</sub>e' 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.

Average Per Pupil in Primary	Brindishe Lee	Comparison	
Average pp	0.99	0.58	Below average
Fuel	0.13	0.12	Below average
Electricity	0.08	0.07	Below average
Waste	0.00	0.00	Above
Water	0.00	0.00	Below average
Vehicles	0.00	0.00	Below average
Trips	0.01	0.00	Below average
Student Commutes	0.18	0.00	Below average
Staff Commutes	0.09	0.01	Below average
Food	0.16	0.21	Above average
Spending	0.13	0.15	Above average
Uniforms	0.21	0.00	Below average