

Climate Action Plan

Western House 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>C.Snowden</p> <p>S.Robinson</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>C. Snowden</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 2025</p>	<p>C.Snowden</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: Spring & Summer 2025</p> <p>Review: Summer 2026</p>	<p>D. Partridge</p> <p>S. Robinson</p>	<p>WHA is registered with the Eco Schools program and has successfully achieved their first award in the Summer of 2025.</p> <p>Ongoing work will ensue to meet the criteria for the next level of the award.</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

ENERGY – BEHAVIOUR CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S.Robinson</p> <p>D. Partridge</p> <p>T. Janes</p> <p>D. Collins</p> <p>Class Teachers</p>	<p>New ECO Green Team to design posters for Switch off campaign.</p> <p>ECO Green Team/monitor to be responsible for turning off the lights in their class when the class leaves the room.</p>	
<p>Implement a power down strategy for electronic devices and appliances ★</p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens, auto-power down protocols on school computers.</p> <p>Check every fridge, including the staffroom, and turn them off over holidays. Condense frozen food down to only 1 freezer to reduce base load during unoccupied periods and turn any others off.</p>	<p>Start: Summer 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>D. Partridge</p> <p>T. Janes</p> <p>D. Collins</p>	<p>New Green Team to design posters for Power Down strategy.</p> <p>Green Team/monitor to be responsible for turning off SMART board when not in use.</p>	

★		Class Teachers		
<p>Ensure your BMS has efficient timings and temperatures 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: Autumn 2025</p> <p>Review: Ongoing</p>	<p>J.Mayo</p> <p>S.Robinson</p>		

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: Autumn 2025</p> <p>Review: Autumn 2026</p>	<p>S Lake</p> <p>Office Staff</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: Spring 2025</p> <p>Review: Spring 2026</p>	<p>D. Collins</p> <p>T. Janes</p>		

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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: Autumn 2021</p> <p>Review: Ongoing</p>	<p>S.Robinson</p>	<p>Compost bins already in place with regular green waste collected from the kitchen and added to the compost bins.</p> <p>Next steps for Autumn 2025 is to run a new campaign on collecting green waste from the children on the playground (KS1 snacks) also, for Early Years, too.</p>	

<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: Autumn 2025</p> <p>Review: Ongoing</p>	<p>D. Partridge</p>	<p>Scales have been purchased and D. Partridge to implement a weighing schedule. Results to be shared with the school via School Website as well as BBR updates.</p> <p>Compost being sent to WHA compost bins to be weighed too and deducted from the overall waste number.</p>	
<p>Explain reasons for eating less meat during lessons, assemblies etc</p> <p>Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown. Focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy.</p>	<p>Start: Autumn 2025</p> <p>Review: Ongoing</p>	<p>D. Partridge</p> <p>S. Robinson</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>Office Staff</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>H. Kearney</p>	<p>Two new bins purchased for September 2025 with 'Food Waste, General Waste and Recycling'.</p> <p>Compost bins are labelled as well as the blue recycling bins.</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: Spring 2026</p> <p>Review: Summer 2026</p>	<p>S. Robinson</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: Summer 2026</p> <p>Review: Summer 2026</p>	<p>T. Janes and Dee Collins</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: Summer 2026</p> <p>Review: Summer 2027</p>	<p>C. Snowden</p> <p>S. Robinson</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: Autumn 2026</p> <p>Review: Summer 2027</p>	<p>D. Partridge</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>D. Partridge</p> <p>T. Janes</p> <p>D. Collins</p>	<p>Cycle to School week planned for October 13-17, 2025. As many children and staff as possible encouraged to cycle to school that week.</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, suncream, 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: Summer 2026</p>	<p>C. Snowden</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: Summer 2026</p>	<p>S.Robinson Class Teachers</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>Autumn 2025</i></p> <p>Review: Summer 2026</p>	<p>S. Robinson</p>		

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: Summer 2027</p>	<p>S. Robinson J. Mayo</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: Summer 2026</p>	<p>J.Mayo S.Robinson</p>	<p>Water Butts installed on the playground shelter. SR and JM to work together to complete maintenance on leaking taps and drainpipes.</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
Enrol with The Nature Park (NENP) ★ 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.	Start: <i>Autumn 2025</i> Review: Summer 2026	S.Robinson D. Partridge D. Collins T. Janes		
Increase biodiversity to support local wildlife and environmental awareness ★ 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.	Start: <i>Spring 2026</i> Review: Summer 2026	S.Robinson D. Partridge D. Collins T. Janes		
Establish a gardening or nature club Register with the RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.	Start: <i>Autumn 2025</i> Review: Summer 2026	S.Robinson D. Partridge T. Janes D. Collins	Signed up to RHS in September 2025.	

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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>D. Partridge</p>	<p>Slough Borough Council Allotment project partnership formed in Summer 2025. Children designed a layout for an allotment plot and were successful with a winning design.</p> <p>Works commencing Autumn 2025 for December project to be completed.</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>H. Kearney</p> <p>S. Robinson</p>	<p>Eco Green Team have been appointed in September 2025 and will commence regular meetings.</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: Autumn 2025</p> <p>Review: Summer 2026</p>	<p>S. Robinson</p> <p>D. Partridge</p> <p>T. Janes</p> <p>D. Collins</p>	<p>A team of four members has been set up - September 2025.</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: Spring 2026</p> <p>Review:</p>	<p>C. Snowden</p> <p>S. Robinson</p> <p>D. Partridge</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>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>C. Snowden</p> <p>S. Robinson</p>		
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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>Autumn 2026</i></p> <p>Review: <i>Summer 2027</i></p>	<p>S. Robinson</p> <p>D. Partridge</p> <p>T. Janes</p> <p>D. Collins</p>		
<p>Identify opportunities for students to participate in green careers focused events/days</p> <p>Investigate local university/college green careers events or connect with your LA to find out what they could offer (e.g. model COP/UN). Green Careers Week takes place in autumn and the Green Careers Hub makes a lot of video content widely available to support this.</p> <p>Invite local businesses and organisations into school to deliver assemblies, workshops and events. Invite speakers e.g. from Speakers for Schools and Greenpeace.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review: <i>Summer 2026</i></p>	<p>S. Robinson</p> <p>D. Partridge</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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