



Climate Action Plan 2026

Bledlow Primary School 2nd Year plan with first year plan & comments :

Spring 2026 onwards, Sept onwards

Decarbonisation and Energy Efficiency:

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

Action	Key Stakeholder/s	Link to SIP / Existing Policy	Target Start Date:	Target End Date:	Progress	Notes / Targets
ENERGY						
Invite Save Energy (Community Benefit Society) to take part in Family Learning evening "Behind the Scenes" - Thermal camera survey of school /report back to Caretaker - Thermal camera survey with participating families - Leaflet & home energy saving survey for Eco Team families - Invitation & Report back on School Newsletter for all parents	ML, Caretaker & Ecoteam +families		Jan 2026	March 2026	Family Learning Evening held	Very positive feedback from participants at FLE When survey slides returned, liaise with caretaker
Identify any obvious drafts and request insulation Eg Y6 external classroom door	ML, Y6 & caretaker		Dec 25	Jan 26	Y6 classroom Draft excluding material installed	

Improve staff and pupil behaviour regarding energy efficiency - Implement an 'Energy Champion' scheme for pupils - Introduce a 'Switch Off Policy' to avoid lights and electricals being left on when not in use / empty room. - Provide staff with power-down checklists for end of day / week / term	ML & Ecoteam (Ecoteam model and support class weekly champions)		Autumn 24 April 25	ngoing	Feedback & encouragement to Ecoteam on closing doors over winter	Build on <i>Keep School Warm</i> messaging Work with Eco-team to set up energy champion scheme in classes – esp. lights in summer April and continue with culture change with heating – keeping outside doors closed
Explore installing solar panels and obtain quotes	NH & governors					Keep on Governors agenda
TRANSPORT						
Persevere with last years actions...		SDP				
Develop an Active Travel Plan with the aim of achieving Modeshift STARS award - Design a comprehensive Active Travel map to encourage Park and Stride. Ensure it is permanently available on website and frequently signposted to parents. - Carry out termly travel surveys to help understand improvements - communicate results with parents - Consider offering cycle proficiency training earlier than Y6.	NH & ML With Ecoteam & JRSA	SDP – School Travel Plan priority 6	Spring term Spring Term February 2025	Ongoing May 2025 February 2025	... Done – 15 Y6 children took part	Use Carbon Data to share with children and families value of them walking more/driving less – Ecoteam & JRSA assembly & meeting parents at pick up with display – March/April Create Active Travel map – website/newsletter/display outside Cycle proficiency moved into Spring term to give children opportunity to use cycling to travel to school in summer term See 'Additional information and Resources'
FOOD						
Look at easy win ideas for reducing school food waste • Package meals from excess, ready for school cleaner • Can After-School Club offer extra pasta for snack? • Talk to catering Company about over-provision • Consciously consider portion size • Anything else?	Victoria White		January 2026	Easter 2026	Great start – clear reduction in waste!	Victoria has been really pro-active & very positive. Make sure she is recognised & encouraged. Ask about any other ideas

Participate in “School Plates” online training on reducing Carbon footprint of School Meals & decide what to do as a result School Council complained about some of the school meals > survey	ML & Victoria White (catering) School Council		Jan 2026	June 2026	ML been on training SC have done survey	Not sure how useful survey results will be, but need to look at and see if there are other questions we need to ask. ML & VW to follow up initial sharing of School Plates session												
Introduce a ‘Food Waste Focus’ Week or other plan Investigate issues – what is being wasted? Is portion size an issue? Certain foods? Is it certain year groups/children? Do we need to look at cooking/trying new foods etc with certain children?	ML and NH ML/Victoria White EcoTeam		June 25			<table><tr><td>Current Menu</td><td>%</td></tr><tr><td>Plant-based</td><td>20%</td></tr><tr><td>Vegetarian</td><td>57%</td></tr><tr><td>Poultry / Fish</td><td>15%</td></tr><tr><td>Pork / Lamb</td><td>2%</td></tr><tr><td>Beef</td><td>7%</td></tr></table> Biggest issue waste from plates..... How can we address this? Explore what might be most effective – move to next year ? weigh waste & challenge school to reduce?	Current Menu	%	Plant-based	20%	Vegetarian	57%	Poultry / Fish	15%	Pork / Lamb	2%	Beef	7%
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PROCUREMENT AND UNIFORM																		
BRSA to fund & install shed to house 2nd hand uniform on site Move uniform from previous storage Advertising & Selling system moved on-line Meet Carolyn (BRSA) to discuss EcoTam contribution	NH & BRSA BRSA & ML /Ecoteam		December 2025 Spring term 2026	January 2026	Shed installed	Liaise with BRSA about Ecoteam involvement /promotion of Planet-friendly uniform BRSA set up and running sales Eco team to make a mascot for Planet Friending uniform to promote sales (Using donated but unsellable items) autumn 2026												
Introduce a permanent second-hand uniform available throughout whole school year - Use a platform such as Uniformd for second-hand uniform	BRSA/Office		Spring 2026			Explore how we can promote 2nd hand uniform as environmentally friendly option – with BRSA? Plan with BRSA through 25-26-27 how to market/sell uniform												

WASTE

Update labelling of paper bins Y6 children volunteer to collect paper bins at end of day for ½ term Ecoteam to help empty plastic/metal & glass recycling using litterpickers halftermly or as necessary	ML & Ecoteam		January 2026	Easter 2026 & ongoing		September set up paper bin system again
Carry out a bin audit throughout the whole school site & Implement bins/posters/signage in line with new regulations - Use results to drive actions to ensure sufficient containers for all material types in appropriate places	ML & Ecoteam YR & KS1 staff		April 25	May 25		Set up system to collect school milk plastic bottles – encourage reuse, failing that recycling Signs for all bins/ Eco team/ML/others to empty Review processes & communication
Reduce paper consumption - Ensure that all classrooms and offices have a paper reuse tray and staff are working to reduce the amount of printing of files and worksheets.	ML & NH EB – monitor quantities used		Dec 2024	Jan 2025 System eset up – constant monitoring	Recycling team operates; posters up, teachers on board	Reports emailed not printed Weekly online newsletter Classrooms – re-use paper tray/notice confirming what type of paper to use & Y6 paper recycling team Reused paper to be used unless reason not to
Recycle Waste Electricals via Hidden Treasure project	ML to ask ON to id unused equipmet		Spring 26			Finished 8 th on national leader board om school signed up to take part

Climate Adaptation and Resilience:

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortag

Action	Key Stakeholder/s	Link to SIP / Existing Policy	Target Start Date:	Target End Date:	Progress	Notes / Targets
ADAPTATION AND RESILIENCE						
Manage woodland area Seating circle – outdoor-learning Mike & Andrew Lyon Trim hedge at end of summer to encourage bushy-ness on taller saplings & survey deer damage	ML, AL & Mike ML & Ecoteam		Autumn 2026 September 26		Materials ready (Sept 26) Advice from Chiltern Rangers	Mike to work on through autumn & spring terms Look at areas where young trees have not taken, investigate replanting – seedling/sapling gifts & application for hedgerow pack from Woodland Trust (Sept 2026) ? Plant dense area of hedgerow trees in bottom corner of woodland area
Explore how to reduce overheating during hot weather - e.g. solar window film, alternative blinds - Set aside mini-woodland area as shade in hot weather	ML & staff		April 2025 March onwards		Woodland area boundary hedge planted March 2025	Identify areas prone to extreme heat ?Y5 & consider options Natural Connections project – planting hedgerow to create woodland area –

Biodiversity and Green Infrastructure:

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

Action	Key Stakeholder/s	Link to SIP / Existing Policy	Target Start Date:	Target End Date:	Progress	Notes / Targets
Engage with the National Education Nature Park resources, as well as those from other specialist support organisations.	ML		Summer 25			Using in extra-curricular clubs and Y1 Science intro Y3 September 26
Improve habitats - Pollinator bed next to staffroom – native planting - Addition to pollinator bank outside Y6 classroom - Plant Bluebell bulbs in Woodland area (nr Field Maple) - Any more seeds for pollinator bank? Collect seeds to try to grow own wildflowers	ML Ecoteam, Y1		November 25 Collect summer & autumn 26	February 2026	Planting done Check seeds	Look out for bed by staffroom needing watering if hot/dry in summer Natural Connections project – art to raise profile of local wildlife & local area via Shed murals. Hert of Bucks grant approved.
Improve wildlife habitats - Grow more pollinator-friendly species, installing bird and boxes, bug hotels and hedgehog homes. - Aim for hedgehog friendly campus award	ML co-ord		Spring 25	Spring 26	£4k Comm Bd & £2k PC & HoB grant to BRSA paid	Natural Connections project 2025-6 Work out planting plans – final planting Silver Hedgehog Friendly campus achieved 2024 – avoid any actions that compromise this
Add to practical work opportunities - Wigans Lane path creation/dead hedging - Glade cutting & planting Cowslips @ Deanfield Natural Connections: ½ Y6 class to Chiltern Rangers tree nursery ½ Y6 class to C/R wildflower nursery	ML + Y6		Jan2026	May 2026	3 sessions added Visits to nurseries completed June 26	Y6 worked really well and got a lot for sessions –

Continue regular programme on chalk grassland sites near school with Chiltern Rangers	ML to liaise with CR		Autumn 25	Autumn 26		Continue Deangarden & Resthaven work with Y5 & 6 into 26/27 – raking & Science Obsv over time Y5 & Y6
Gardening Opportunities: - STEM Club Jan-Feb and April - June – Gardening - Ecoteam – adhoc sessions eg bird feeders/ potato planting and leek harvesting - Autumn planting – onions Y2 - Apply for RHS Level 2 award	ML Gardening Club And Y2		Autumn 2025	July 2026	Spring Gardening Club (6 members)	RHS Gardening Award – level 1 completed, Level 2 Awarded Feb 2026 level 3 26/27
Consider implementing a School Garden and Gardening Club, involving wider community					– Village Horticultural Society - feedback July 26	

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

Action	Key Stakeholder/s	Link to SIP / Existing Policy	Target Start Date:	Target End Date:	Progress	Notes / Targets
CLIMATE EDUCATION						
Carry out a curriculum audit to increase opportunities to make connections with sustainability. - Highlight sustainability links – reducing plastic waste, health, food-miles and skills that enable repairs and reduce waste - Specific Climate Change work in Y6Science, future years look at how to include	ML & specific class teachers/ subject leaders		Jan-June 26 >		Y3history env change after glaciation/ people moving onto UK - 2024	Use “Teach the Future” materials to look at possibilities in curriculum Esp history/DT – move into 25/26

CULTURE

Continue as below...						
Communicate your sustainability efforts and success frequently through newsletters, social media and website. Eg Hidden Treasure appeal through school & families to recycle WEEE (waste electricals to recover materials) And Shed Murals	ML/NH		Feb25 Spring 2026 Summer 26	ongoing	Hedgeplanting adverts & feedback "Hidden Treasure" appeal to families	Work will Ecoteam & JRSO to build communication program around Climate Action Plan look for opportunities to include work in newsletters & add sustainability section to website autumn 26
Implement Outdoor Learning programme - growing food, using tools, working outdoors, teamwork, communication	ML to co-ordinate Mike Williams to deliver		Feb 25	Feb 26	Natural Connections 2 x grants approved & BRSA funding applic.	Communication to plan seating areas & materials – ML & Mike through outdoor learning & ML to work with YR afternoon per week on outdoor learning 26/27

Additional Information and Resources

Energy

- Install a Smart Meter and regularly monitor energy use
 - Smart meters send real-time half hourly meter readings directly to your energy supplier, resulting in accurate bills. They often come with access to online portals, allowing you to see your current and historical energy use, enabling you to easily identify situations of high energy use and react accordingly.
 - Energy use data should be reviewed on a regular basis to identify areas for improvement – especially when the [school is closed](#). Set [energy reduction targets](#) to work towards and use [action and reflection](#) data to see what is most effective.
 - From 1 October 2024, [energy suppliers must provide schools](#) with free and regular information on their energy use, based on their smart meter data. Contact your electricity supplier about getting a smart meter – installation is usually free. Further Info: [Public Sector Smart Meter Introductory Guide + School Case Studies](#); Benefits of [smart meters](#); [DfE school smart meter advice](#)
- [Energy Sparks](#) – organisation offering schools a unique, effective energy management tool, which monitors energy use and provides bespoke, simple low / no-cost recommendations, provided weekly ([example school account](#))
 - Costs £545 a year - but the average primary school saves £3,000 per year
 - Learning opportunities through interactive pupil dashboard and education programme, which includes a range of over 140 activities and resources including lesson plans.
 - Tailored [induction webinars](#) for range of school staff and guidance on over 60 low and no-cost actions.
- Improve management of school heating system
 - Classrooms and offices [should be kept at 18°C](#) and corridors at around 15°C
 - Aim for 10% less time where possible e.g. 6-hour day: turn heating off 30-40 mins earlier / 9-hour day = 1 hour
 - Ensure an efficient holiday setting is being used when the school is closed during holidays.
- Have a designated [Energy Champion](#) for every classroom
 - Responsibilities could include:
 - Turning off lights and electrical items when not in use
 - Ensuring doors and windows are closed if heating is on.
 - Switching off lights if not needed on bright, sunny days, opening and closing blinds

- [Big Weekend Switch Off](#)
 - Reminding adults at home about unplugging and switching off (e.g. [1°C Challenge](#))
- Rotate the position to a different pupil each week
 - Include on a 'Classroom Helpers' board alongside other responsibilities
 - Ensures all children are engaged in developing good habits, not just Eco Team
 - Normalise energy efficient behaviours by involving families
- Label sockets and switches and display posters
 - [Energy Sparks – label lights and appliances](#)
 - Lots of resources on [Twinkl](#)
- Improve staff behaviour regarding energy efficiency
 - Introduce a Switch Off Policy and provide staff with [power-down checklists](#) - (could be part of a wider Sustainability Agreement for all staff and site users – [example](#))
- Investigate potential for solar panel installation
 - Hertfordshire County Council provide some high-level [school decarbonisation](#) information including solar installation.
 - [Grand Union Community Energy \(GUCE\)](#) are a small local community group who have previously carried out projects with local schools and may be able to provide additional support and advice.
 - Example guide for setting up [solar panels in schools](#).
 - See our additional Let's Go Zero guide to installing solar panels
- Explore switching to a 100% Renewable Energy Tariff
 - Find the end date of your contract on a recent energy bill. Research suitable renewable energy tariffs beforehand. You cannot cancel a current energy contract, you need to wait until it comes to an end. You are able to register with a new provider within 28 days of your current contract coming to an end.
 - If your Local Authority manage your schools electricity contract, talk to them about switching.
 - [Good Energy](#), [Ecotricity](#) and [Green Energy UK](#) are examples of suppliers that generate their own renewable energy and/or buy energy directly from renewable energy generators.
 - Advice about [switching to renewable energy](#) and [green tariffs and energy suppliers](#).

Transport

- Trial alternative Active Travel initiatives

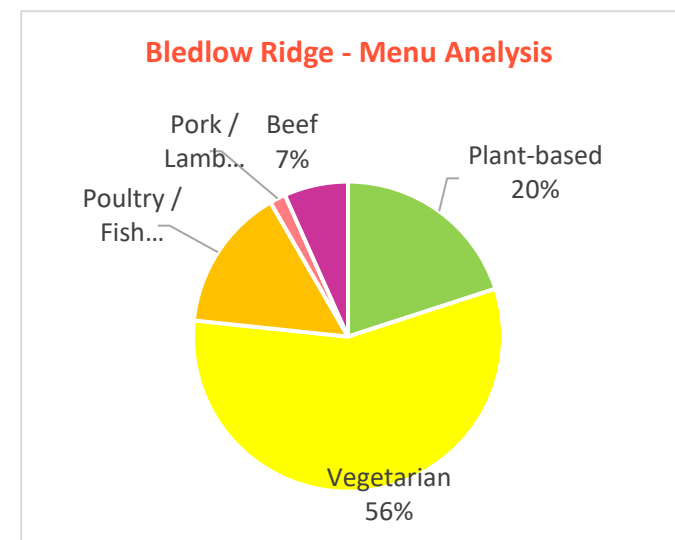
- [‘Bling your Bike’](#) competition
 - ‘Friday Rideday’ Bike Bus – [school example](#)
 - Establish a [‘Walking Bus’](#) to encourage groups of children to come to school together. Explore [advice](#) on how to set one up. Could be assisted by PTA. [Example guide](#).
 - Frequently remind parents about the option of pupils taking the bus where possible
- Active Travel map ([good example](#)) - put permanently on the website and link to frequently in newsletters, on social media, etc when encouraging active travel such as [Park and Stride](#).

Food

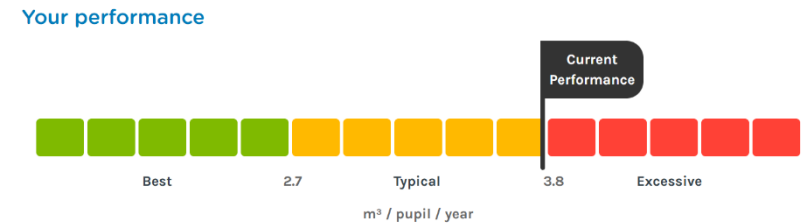
- Set targets for increasing plant-based and vegetarian food and decreasing [beef](#) - e.g. move to 0% beef, 40% plant-based, ensure there is a plant-based option every day, introduce a 100% plant-based day of the week.
- Work with ProVeg through their [School Plates Programme](#) - they support school caterers to make [small changes to menus](#) that can have a big impact, including menu consultation and advice, recipe guides and impact assessments.
- **Introduce a ‘Food Waste Focus’ Week**
 - Hold a ‘Food Waste Focus’ week – weigh the canteen waste each day and tally up at the end of the week. Could do once a year or once a term.
 - Introduce with an assembly and explaining importance of reducing food waste.
 - Involve the Eco Council in the activity – see if there is any food in particular that is not being eaten
 - Report the information back to the Catering Team at the end of the week with the daily breakdown so that they can consider how they could change their menu / recipe / portion sizes accordingly.
 - Promote the initiative and results in the newsletter and report on reduction progress.
Involving parents will help to encourage good behaviours when eating at home as well.

Waste

- From 31 March 2025, [mandatory recycling regulations for schools are changing](#) – you must ensure that you are collecting all recyclable materials and separating out food waste.



- Ensure all staff, including cleaners know about the changes to ensure that waste is disposed of correctly.
- Resources: [Wastebuster](#) + [Recycle Now](#) + [Veolia](#)
- Carry out a [bin audit](#) throughout the whole school site (can be Eco Council activity) and use audit results to drive required actions, such as: purchasing more bins, rearranging bin locations, installing signage.
 - Ensure every room has a recycling bin
 - Ensure every room where food / drink is produced / consumed has a food waste bin.
 - *Just 6 recycled tea-bags can produce enough energy to power a kettle for the next cuppa!*
 - Ensure all bins are situated directly next to each other and are sufficiently labelled.
 - Take a look in each bin...
 - Are there recyclables in the waste – or waste in the recycling?
 - Could anything have been reused instead?
 - Use the results of the bin audit to help decide what steps you could do to improve.
 - Aim for recycling bins to have clear bags and general waste bins to have black bags to avoid confusion



Adaptation and Resilience

- Check your existing Heat Policy against the [Joint Union Heatwave Protocol](#) to ensure including all measures
- Ensure Head is signed up to [UK Health Security Heat Alert](#) and staff are familiar with updated [DfE guidance on extreme weather](#)

Water

- Your water-use is border-line excessive.
- Carry out an audit yourself, e.g. using this [Anglian Water School Water Audit guide](#).
- Ask Thames Water to carry out an audit for you - they can fix leaks and install water saving devices
 - Contact: dion.bachmann@groundwork.org.uk
- Install water-saving devices in cisterns by creating a make-shift version by filling water bottles with sand or purchase items such as [Hippo Bricks](#) or [Buffaloo Bags](#) to reduce water – [school case study](#)

Biodiversity

- Engage with [RHS Campaign for School Gardening](#) to increase gardening facilities: [Teacher training](#) and [Resources](#) and [Awards Scheme](#) - register your school to receive a free welcome pack and growing resources.
- Apply for a [Learning Through Landscapes](#) grant when they reopen in 2025 to receive £500 worth of outdoor equipment.
- Explore initiatives to engage with and utilise their free support resources:
 - Butterfly Conservation's [Wild Spaces](#) programme and [resources](#)
 - Wildlife Trust have [Actions](#) and local Hertfordshire Wildlife Trust have a [Wilder Schools Programme](#), and a [Wilder School Champions](#) scheme
 - Survey wildlife through monitoring activities: [NHM](#) and [RSPB](#)
 - [Learning for Landscapes resources](#), including their [Natural Nations](#) and [Forest School](#) ideas
 - The Pod – [What's Under Your Feet](#) – school citizen science project
 - [Green Tree Schools Award](#)
 - Classroom specific: [Better Planet Education](#), [WWF](#)

Climate Education

- Carry out a curriculum audit to increase opportunities to make connections with sustainability.
 - Resources to explore to increase opportunities to make connections with sustainability in the curriculum: [Teach the Future](#), [Ministry of Eco Education](#), [SEEd](#), [Better Planet Schools](#), [The Harmony Project](#). Good auditing tool available on [The Key](#) if you have access to this.
- Engage with external groups for support delivering initiatives in your Climate Action Plan:
 - PTA can provide additional support with initiatives such as Sustainable Swap events, fundraising, support sourcing items such as bird boxes and wildlife cameras. Utilise the skillset of the PTA – e.g. parent could run more Gardening Club, or Eco Club sessions - free resource: [Eco team in a box from YCW](#)
 - External environmental organisations and experts can support in delivering assemblies and activities, e.g. [Climate Ambassadors](#) (contact climateambassadors_se@reading.ac.uk), [STEM Ambassadors](#), [Herts Wildlife Trust](#), etc.

Culture

- Communicate your sustainability efforts and success.
 - Develop a Sustainability page on your website to promote key targets and achievements, what the Eco Team are working on, collaboration with LGZ, etc ([Example 1](#), [Example 2](#)).
 - Regular updates via permanent section in newsletter and social media channels
 - Consider how sustainability could be embedded in school ethos even further.

- Take part in school-wide initiatives so all pupils are involved in sustainability, utilising suggested resources and tying in with national eco-events – e.g. [Great Big Green Week](#)
- Could implement a Eco-house points system, or a ‘Sustainability Superstar’ award.

Priority Six Success Criteria Travel Plan			
Strategic Objectives	Actions	Timeframe	Staff/Governor responsibilities
Improve road safety for families travelling to and from school Promote use of greener modes of transport	Run a walk to school week to reward those who walk or Park and Walk from another location. Run school wide surveys into the patterns within school and explore how far we have all walked in total.	May 2025	ML/NH
	Bikeability lesson for Reception and Year 6 pupils – provided by an external organization	June 2025	HS/RS
	Newly recruited and trained JRSOs to deliver assembly on Road Safety to whole School.	Autumn 2024	ML
	Set up formal agreements with the Village Hall, Cricket Club and Local Pub to allow parents to park and walk from their facilities in the morning and the afternoon	Ongoing	
	Allow staggered starts and finish times of the school day so that there is more time for parents to pick up their child/ren, elevating congestion.	Ongoing	
	Continue to provide parents with updates about the parking situation and remind them of their responsibilities to park safely and in a way that does not endanger children.	Ongoing	
Monitoring		Resources	

Climate Action Advisor till July 2026:

Melanie Parr - melanie.parr@letsgozero.org

Next Steps:

Spring 2026

Review and finalise
Climate Action Plan.

Every 4-6 Weeks

School Sustainability
Working Group /
Stakeholders to meet
and discuss actions.

Every 3 Months

Climate Action
Advisor to check-in
with school on
progress and review
actions.

Autumn 2026

Meet new advisor
Richard – Oct 2026

Re-do carbon footprint
calculation.

Review actions and add
to new action plan.



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