Note: This document is designed for use in a Let's Go Zero workshop with guidance from a Climate Action Advisor. You will need to add/remove actions during the workshop to make this plan bespoke to your setting.

Climate Action Plan

BELMONT ACADEMY

1 year plan

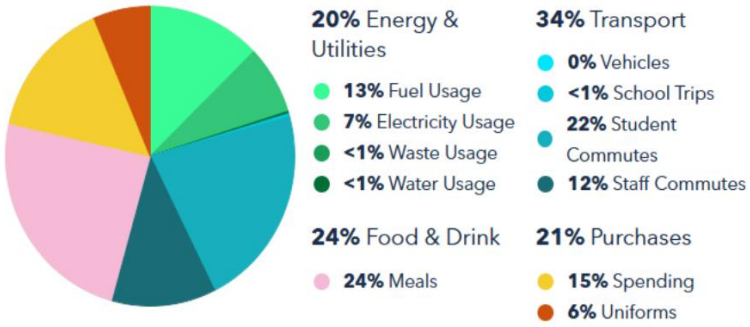
Autumn 2025 – 2026

ocistott@letsgozero.org

Progress Key
Not Started
In Progress
Stalled
Complete

★ = high carbon reduction actions

Your school's carbon baseline: TBC t CO_2e **Calculation:** Month Year

RECOMMENDED FIRST STEP		
ACTION	**NOTES**	**TRACKER**
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 and gives you a baseline against which to measure progress, year on year.  	Count Your Carbon is a free, full-scope carbon footprint calculator, built for - and in collaboration with - nurseries, schools and colleges. It supports educational settings to calculate, understand, reduce and track carbon emissions. Aligned with the Department for Education's Sustainability and Climate Change Strategy, Count Your Carbon offers tools and guidance to help educational settings calculate their carbon footprint, reviewing your data and producing a report which will equip you with the information you need to help inform your Climate Action Plan. **Calculating your carbon footprint is a great first step on your decarbonisation journey.** It will help you baseline your current emissions and set targets to reduce this over time. Let's Go Zero can help support you with understanding how to collect the data you need for the tool, so please reach out if you require further support. **If you choose to complete this action, you can add your carbon baseline and the calculation date to the yellow box above. You can then repeat the calculation in 12 months' time to see the difference.**	**To be completed by Summer 2026 if needed**

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: March 2026** **Review:** na		Trust schools all signed up.	
Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.	**Start: April 26** **Review: Sept 26**	**TS**	Members may need to change in new academic year.	
Add sustainability plans, projects and successes to your school website and share through wider communications Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.	**Start: April 2026** **Review: September 2026**	**TS/office staff**	Plan to be updated regularly	

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS AND RETROFIT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Install a smart meter Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.	**Start: April 26** **Review:** Sept 26		To be confirmed with premises.	
Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18ºC is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43ºC (stored at 60ºC). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.	**Start: April 26** **Review:** Sept 26	**TS/LC**	To be discussed with premises.	
Install TRVs on radiators 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 most existing radiators.	**Start: April 26** **Review:** Sept 26	**TS/LC**	To be discussed with premises.	
Install LED efficient lighting across the whole site LED lighting to be fitted in all classrooms to reduce use of electricity and light pollution.	**Start: May 2026** **Review:**	**Premises team**	Happening as part of a trust wide initiative during late part of 25/26 academic year.	

ENERGY – BEHAVIOURAL CHANGE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Incentivise students to address energy usage Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.	**Start: Summer term 26** **Review:** Sept 26	**TS**	• Implement Energy Eagles to champion and look at wasted energy at lunchtime, eg. Air conditioning, lights, screens. • Energy Champions in class to monitor energy use in class. • Assembly to remind children about use of electricity and water waste (eg toilets and shared sink areas).	

FOOD				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Encourage plant based meals Promote to children that plant based meals can be better for the planet. Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list.	**Start: April 26** **Review:** Sept 26	**LC**	• Encouraging plant based meals in newsletter and assembly	
Food waste recycling facilities Food waste to be recycled at lunchtimes via Bexley Council food waste scheme. Children are reminded and	**Start: Already in place** **Review:**	**Kitchen staff**		

instructed that any food waste items are to be put in the sacks before putting plates and cutlery in the trays for washing.				
Start or improve composting and food waste facilities on-site Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Composting is a great educational tool for engaging students! To get started, ask your school community for unwanted compost bins.	**Start: Already in place** **Review:**		• Composting implemented across the school November 2025, with pencil sharpenings, food waste (eg. Snack time fruit) and other compostable waste taken to the allotment for composting.	

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Develop your uniform exchange and extend existing reuse practices Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!	**Start: Summer 2026** **Review:**	**TS**	• Revisit uniform exchange • Spare uniform at office • Encourage parents to reuse uniforms rather than buying new	
Follow sustainable practices when choosing products This approach involves purchasing products that were designed and produced ethically and sustainably, are non-toxic or made from materials that can be recycled or managed sustainably as waste. This action can follow or support the development of a sustainable procurement policy.	**Start: Apr 2026** **Review:** **Sept 2026**	**TS/JJ**	• Speak to SBM about current sustainable procurement of items.	

Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.				

WASTE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: '*Reduce -> Reuse -> Recycle*' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	**Start: Already in place** **Review:**	**TS**	• Assembly with Eco Team • SWAC assembly to happen again this year. TS to contact. • Sustainability is already taught as part of the curriculum.	
Run waste/plastic reduction initiatives or campaigns with pupils and staff Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.	**Start:** **Review:**	**TS/LC/JJ**	• Audit of paper used by staff – could printing be streamlined? • Children to be encouraged to bring a reusable water bottle. • Parent communication is already paperless.	
Establish procedures for the reuse of school supplies and equipment When having a clear out of supplies and equipment, prioritise reuse over disposal to allow for potential income and/or cost-saving opportunities (e.g. reduced skip hire costs). Use	**Start: Apr 26** **Review: Sept 2026**	**TS**	• Speak to SBM about audit of resources and sharing more holistically across the school.	

existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange; Facebook Marketplace, etc.				
Recycling and reusing of household items	**Start: Already in place** **Review:**	**TS/SS**	• Facilities available to recycle batteries, collect stamps for reuse (cancer charity). • Newsletter item to remind people of this. • Book donations are received to refresh book corners and Bookingham Palace.	
Litter picking	**Start: Already in place**	**KP**	• Eco team go out once a week with litter pickers to clear litter from the grounds.	

TRANSPORT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Run active travel campaigns Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.	**Start: Summer 26** **Review: September 26**	**TS**	• Walk to School • Promote sustainable travel, including trips	
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able	**Start: Already in place** **Review:**	**SLT**	• Bikeability in Year 6 for cycling proficiency.	

to support you to get signed up (check with your local travel or road safety officer).				

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	**Start:** **Review:**	**LC/SLT**	• Confirm if we have a heatwave policy. • SLT to sign up for alerts as appropriate	
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO_2 levels using devices.	**Start: Already in place** **Review:**		• Staff reminded that when it is hot, windows should be open first thing and last thing to let cool air in. Using blinds to minimise overheating. • Devices in all classrooms to show temperature and other data.	
Consider measures to increase adaptation to flooding risks Sustainable Drainage Systems (SuDS) can be installed to manage water flow and reduce the risk of flooding, unless clear evidence suggests that this would be inappropriate. Some techniques for implementing SuDS include: greening (e.g. Green roofs); permeable surfaces (e.g. Pavements); water storage (e.g. Rainwater harvesting).	**Start: March 2026** **Review: September 2026**	**LC/MT**	• SLT and premises team to decide if this is an issue.	

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Check site for leaks using your water meter Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.	**Start: Apr 26** **Review:**	**TS**	• Check with premises team if this is needed/happening.	
Install water butts to harvest rainwater Capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water.	**Start: Already in place** **Review: Sept 2027**		• Water butts in the allotment and green spaces.	
Install mechanisms to reduce water wastage At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.	**Start: Apr 26** **Review: Sept 26**	**TS**	• Check with premises team if this is needed/happening.	

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Establish a gardening/nature club Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	**Start: Already in place.** **Review:**		• Lunch club to be started in Summer term. • After school gardening club with Andy already established and has provided a calm green space in KS2 outisde area. • Forest School is ongoing in Nursery, Year 1 and Year 4 as well as after school clubs for KS1 and KS2.	
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	**Start:** **Review:**		• Ponds are in Forest School and in the allotment. • Birdfeeders and bug hotels are hung across the school. • Reception had chicks last year as part of their lifecycle learning and will have ducklings this year in Summer 2.	

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**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	**Start: Already in place** **Review:**	**TS**	• Eco Committee set up. • Litterpicking, energy eagles, assembly, swap shop at sports day,	
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training, Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	**Start: Apr 26** **Review: Sept 26**	**LC/SLT**	• SLT to decide if appropriate.	
Support your staff to attend local sustainability networks & events Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero webinar schedule in your CPD offer plus events from UKSSN, National Education Nature Park and other offers local to your school.	**Start: Already in place** **Review:**		Sustainability lead given cover/time to attend staff forum and network with others.	

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Amend your curriculum to incorporate sustainability Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.	**Start: Apr 26** **Review: Sept 26**	**TS/TL**	• Curriculum core texts already consider sustainability (eg. Nen and the Lonely Fisherman), across all year groups. • Cross curricular links already considered, with sustainability embedded across subjects, for example English, Science, Geography and RE.	

GREEN SKILLS & CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows				
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	**Start: Already in place** **Review:**	**TS**	• Gardening club • Visits to the allotment and Forest School as part of the timetable and after school clubs.	

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