

Climate Action Plan

Queen's CofE Academy

1 year plan September 2025 – 2026

Carbon baseline: 270.93 tCo2e Calculation: 5/6/25



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Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	55.6	21%
	Electricity Usage	24.4	9%
	Waste Usage	0.1	0%
	Water Usage	0.4	<1%
Transport	Vehicles	0	0%
	School Trips	1.7	<1%
	Student Commutes	17.3	6%
	Staff Commutes	10.3	4%
Food & Drink	Meals	36.9	14%
Purchases	Spending	60.5	22%
	Uniforms	63.8	24%



*'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.

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: Review:			Completed
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.	Start: Review:			Completed
Sign up to the Sustainability Support for Education A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	Start: Review:			

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
Take part in a switch off campaign ★ Take part in a Switch-Off campaign, e.g. Switch-Off Fortnight . Aim for 10% reduction of energy use (the typical amount saved by participating schools).	Start: Review:			Completed 24/25 Re-run this year
Monitor energy use on a regular basis through platforms such as Energy Sparks Use your account with Energy Sparks energy-monitoring platform to reduce your consumption and make great savings. Energy Sparks provides student-friendly dashboards and a competitive element between signed-up schools. Have a look at a summary of the recent usage across the Diocese of Coventry MAT schools.	Start: Review:		Attend Energy Sparks training Training Energy Sparks and use the data to check your temperature and timings settings are efficient for evenings, week-ends and school holidays. For any questions contact: claudia.towner@energysparks.uk	In progress
Switch to a renewable energy supplier Obtain quotes for renewable energy tariffs when your current energy contract finishes. Explore Good Energy, Ecotricity and Green Energy UK which are suppliers that generate their own renewable energy and/or buy energy directly from renewable energy generators.	Start: Review:			Planning
Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms 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.	Start: Review:			In Progress

Instruct all staff to follow heating efficiency practices e.g. turn heating down vs opening windows Give staff clear instructions on how to manage heating in their classrooms, e.g. ensure all teachers know where TRVs are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.	Start: Review:			In progress
Ensure your hot water system has efficient timings and temperature set Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.	Start: Review:			In Progress

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Switch to a renewable energy supplier By switching your energy supply to a green tariff, you can reduce your carbon footprint. A green tariff means that some or all of the electricity you buy is 'matched' by purchases of renewable energy that your supplier makes on your behalf.	Start: Review:			Planning

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

Consider carbon footprint and environmental practices of the services/companies you use Then include these considerations as part of your criteria for procurement Develop a Sustainable Procurement policy or strategy. This approach involves purchasing products that were designed and produced ethically and sustainably, made from materials that can be recycled or managed sustainably as waste.	Start: Review:			Planning
Reuse school uniform and PE kit through a uniform exchange Set a target of reusing a specific number of uniform and PE items each year through your Uniform Exchange	Start: Review:			In progress
Incentivise donations to the uniform exchange This requires communication to the wider school community and putting systems in place to get uniform from school leavers.	Start: Review:			Planning
Remove the requirement to wear a uniform PE kit and allow appropriate own clothes Allow students to wear suitable active clothing in PE lessons rather than branded PE kit.	Start: Review:			In progress

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies. Use ProVeg's free Canteen to Classroom lessons to explain the carbon impact of food	Start: Review:			In progress

choice or run a virtual assembly: contact Martin.skingley@proveg.org				
Incorporate plant-based foods as a theme as part of the food technology classes Build planet-friendly considerations into food tech including vegan cooking and produce that is locally grown. (This is also more accessible for students with dairy intolerances, as a bonus!)	Start: Review:			
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room 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.	Start: Review:			
Weigh food waste from kitchen and plates and share results Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage, and feed this back to your school caterer to make necessary changes to dishes/menu.	Start: Review:			

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Encourage staff to carpool There are many apps that can help with this e.g. Liftshare , or alternatively a simple sign-up sheet in the staff office works well!	Start: Review:			In progress
Run active travel campaigns Participate in the three annual Active Travel Weeks: Living Streets , Sustrans Big Walk and Wheel and Cycle	Start: Review:			In progress

to School Week . Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.				
Promote walking/cycling/public transport to school/ Park & Stride Communicate to the wider school community the benefits of active travel .	Start: Review:			In progress
Talk to your LA regarding safety of roads around the school Talk to your local authority about potential measures to improve road safety around the school.	Start: Review:			Planning

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	Start: Review:			
Establish procedures for the reuse of school supplies For example, have a sorting procedure before the end of summer term. See what supplies can be re-used. Any unwanted items can be donated. School Resources Exchange is a brilliant platform that can help with this and signing up is free!	Start: Review:			In progress

2. Climate adaptation and resilience

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

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Install systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (taps and toilets with half-flush settings) 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. At end of life ensure that taps are replaced by push press mechanisms to reduce water wastage.	Start: Review:			
Arrange for a water audit from your local water provider Register for a free water audit from Severn Trent . Schools can save up to 18% and receive water saving kit as needed.	Start: Review:			
Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides and more.	Start: Review:			
Install water butts	Start: Review:			

Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours.				
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ADAPTATION AND RESILIENCE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.	Start: Review:			
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days. Shade the UK has a helpful guide for mitigating overheating in residential buildings that are also applicable in schools.	Start: Review:			
Install heat reflective measures in classrooms (focus on south, east and west facing) Assess the need for solar shading on south/west/east-facing classrooms. Look at the most effective measures based on the amount of sunlight, e.g. external blinds/awnings. Solar reflective film blocks a significant amount of heat by reflecting sunlight away before it can enter the classroom.	Start: Review:		Shade the UK has a helpful guide for mitigating overheating in residential buildings that are also applicable in schools.	
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.	Start: Review:			

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) ★ 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.	Start: Review:			
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.	Start: Review:			
Increase planting of available areas to support wildlife 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.	Start: Review:			
Switch to Ecosia as default search engine Use Ecosia as your default search engine to plant trees with each online search.	Start: Review:			

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
Add sustainability goals/ projects/ successes to school website Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.	Start: Review:			Planning
Set up a sustainability working group including PTA 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'.	Start: Review:			
Appoint a sustainability lead with sufficient PPA and support 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.	Start: Review:			Action completed
Appoint a sustainability focused Governor Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.	Start: Review:			

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit & incorporate sustainability Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this. The Royal Meteorological Society has released A Curriculum for Climate Literacy that covers all subjects at all key stages and the key information they believe	Start: Review:			Planning
Share best practice and ideas internally Ensure sharing sustainable practices is on the agenda at curriculum meetings and is something explicitly part of the role of curriculum leads.	Start: Review:			

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	Start: Review:			Planning
Provide opportunities within & outside for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys, eco-competitions, etc.	Start: Review:			
Include green skills as part of the curriculum Explore free primary resources and guide Why teaching careers matters: Your guide to green skills Energising Futures . Earth Cubs has a number of resources about green jobs .	Start: Review:			



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Registered number: 05062574/ Charity number: 1104153

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