

Climate Action Plan

Stoke Park Primary School

1 year plan Autumn 2025 – 2026



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Your school's carbon baseline: 141.75 t CO₂e Calculation: October 2025

Operational area	Emissions area	Scope	t co2e*	% **
Energy, Waste & Water	Fuel	1	20.1	14%
	Electricity	2	22.7	16%
	Waste	3	0.1	0%
	Water	3	0.8	<1%
Transport	School vehicles	1	2.2	2%
	School trips	3	2.1	2%
	Student commuting	3	12.9	9%
	Staff commuting	3	9.5	7%
Food	Food	3	44.4	31%
Purchasing & Uniform	Purchasing	3	27.1	19%
	Uniform ***	Out-of-scope	38.5	n/a



* '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.

** Percentage of your carbon footprint.

Climate Action Plan history

Last reviewed:

★ Green Key **Green carbon reduction actions**

Key

Not Started

In Progress

Stalled

Overall projected carbon savings: TBC%

GET STARTED					
ACTION	Complete	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>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.</p>		<p>Start: Review:</p>			
<p>Set up a sustainability working group</p> <p>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.</p>		<p>Start: Review:</p>	<p>Esme, Ali, Head, Site Manager</p>	<p>Plan to meet 2x a year</p> <p>Met 19/11/25</p>	

1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Incentivise students to address energy usage</p> <p>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.</p>	<p>Start: Review:</p>	<p>Green Beans and Esme</p>		
<p>Take part in a switch off campaign</p> <p>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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Review:</p>	<p>Green Beans and Esme</p>	<p>RAG switches</p>	
<p>Chase up water heaters and installation of timers</p>	<p>Start: Review:</p>	<p>Ali, Site Manager</p>	<p>Timers to be put on and elements replaced</p>	
<p>Monitor energy use on a regular basis through dedicated platforms (ES platform)</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If</p>	<p>Start: Review:</p>	<p>Ali</p>		

you are already sending your energy data to your provider, get in touch with them and ask them for access.				
<p>Ensure your site manager is effectively trained to optimise the BMS/BEMS</p> <p>Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's BMS/BEMS systems. If you are using an energy monitoring system, then staff should be given access to CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems.</p>	<p>Start: Review:</p>	Site Manager	Energy Sparks training	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Arrange a menu consultation through an external organisation e.g. ProVeg</p> <p>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. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.</p>	<p>Start: Review:</p>	Catering Manager	Paula to send menu over	
<p>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>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. Energy Sparks' food waste programme can support this. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing</p>	<p>Start: Review:</p>	Green Beans	Fit into healthy lifestyles and packed lunches	

the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.				
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WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Provide students with education on the importance of reducing, reusing and recycling correctly</p> <p>Teach students about the waste hierarchy: '<i>Reduce -> Reuse -> Recycle</i>' 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.</p>	<p>Start: Review:</p>	<p>Teachers</p>		

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>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</p>	<p>Start: 2026 Review:</p>	<p>Office staff to email</p> <p>Need volunteers to run</p>	<p>Uniform swap shop termly?</p>	

receive uniform donations from school leavers. Make sure to include PE kit too!				
Switch from disposable milk cartons to a bulk milk provider Move from individual milk cartons to a bulk milk provider and provide pupils with reusable beakers. Your CAA may be able to recommend suitable local suppliers.	Start: Review:	EYFS team		

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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: Review:	Whole school	Have started the Walk to School Challenge – hoping to get to 2-3x a week Bikeability Luca's dad summer term - bike service	

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 Alerts and write a heatwave policy</p> <p>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, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.</p>	<p>Start: Review:</p>	<p>Ali</p>	<p>Review and check</p>	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Check site for leaks using your water meter</p> <p>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.</p>	<p>Start: Review:</p>	<p>Ali/ Site manager</p>		
<p>Raise awareness around water consumption and efficiency</p>	<p>Start: Review:</p>	<p>Year 4</p>	<p>Bristol water to come into Y4</p>	

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. About us - Bristol Water Foundation				
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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>Take part in The Nature Park</p> <p>The Nature Park aims to embed nature-based learning into 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>Start: Review:</p>	<p>Esme</p>		
<p>Establish a gardening/nature club</p> <p>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.</p>	<p>Start: Review:</p>	<p>Year 6 Green Beans</p>		
<p>Continue building the pond</p>	<p>Start: Review:</p>	<p>Angus Butterfly Trust</p>	<p>Clean out the pond</p>	

			Redo the decking	
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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>Appoint a sustainability lead with sufficient PPA and support.</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 fulfill this role.</p>	<p>Start:</p> <p>Review:</p>	<p>Esme</p>		
<p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>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.</p>	<p>Start:</p> <p>Review:</p>			

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER



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