

Climate Action Plan

Willow Dene School

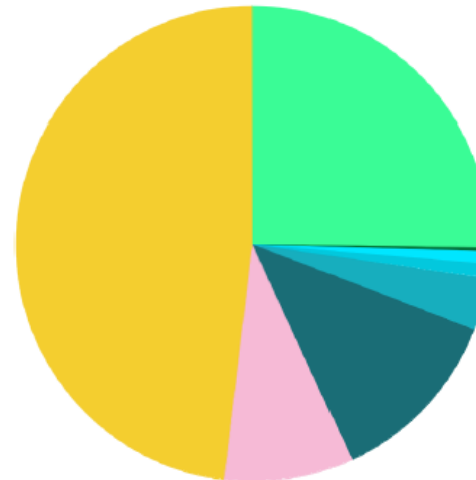
1 year plan April 2026 – April 2027



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Your school's carbon baseline: 674.84 t CO₂e **Calculation:** December, 2025

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	170.1	25%
	Electricity	2	0	0%
	Waste	3	0.2	<1%
	Water	3	1.2	<1%
Transport	School vehicles	1	5.6	<1%
	School trips	3	6.8	1%
	Student commuting	3	23.5	3%
	Staff commuting	3	82.7	12%
Food	Food	3	59.2	9%
Purchasing & Uniform	Purchasing	3	325.6	48%
	Uniform ***	Out-of-scope	0	n/a



Notes: These figures are intended as indicative estimates. The largest contributor to your carbon emissions is purchasing, followed by fuel/gas use.

* '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.

*** Uniform is out-of-scope and therefore not included within the pie chart.

Key	
Requires trust approval / trust policy applies	
Recommended	
High carbon reduction actions	★

Climate Action Plan history

Last reviewed: March, 2026

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: July 2026	Rachel Harrison		In progress
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'.	Start: March 2026 Review: November 2026	Joshua Garrett-Smith		In progress
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: March 2026 Review: November 2026	Joshua Garrett-Smith		In progress

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
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: Review:	Premises Manager		
★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set 18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). 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: Review:	Premises Manager		
★ Insulate your building Insulate your cavity walls and/or roof to prevent heat loss, improve energy efficiency and save money. Opt for 'green' insulation where possible, such as wool, aerogel or cotton.	Start: Review:	Trust Level		
★ Double glaze all windows where possible Replace any single glazed windows with double glazing or add secondary glazing to enhance energy efficiency, save money, reduce external noise and create a more accessible learning environment.	Start: Review:	Trust Level		Complete

Install LED lighting Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84% .	Start: March 2026 Review: November 2026	Premises Team	Underway- phased project March 2026	In progress
Install PIR (motion) sensors on lights Sensors are most effective in areas with intermittent use, such as corridors and toilets. If LED lighting is not in place or is not possible for the setting, installing PIR (motion) sensors is a good alternative (~£10 per light plus fitting).	Start: March 2026 Review: November 2026	Principal Premises Officer		Complete
Investigate the potential for solar panels Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable .	Start: Review:	Trust Level		In progress
Investigate the potential for a ground/air source heat pump Have a professional assess the suitability of your school site for a ground source or air source heat pump. You may be able to apply for local or national funding for this. Government grants are often published on the SALIX website and via your local Net Zero Hub .	Start: Review:	Trust Level		

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Arrange a menu consultation through an external organisation e.g. ProVeg 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.	Start: March 2026 Review: November 2026	Chartwells, COO	Trust action	In progress
Run a campaign to reduce plate waste from pupils Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started.	Start: March 2026 Review: November 2026	Chartwells, COO, Eco-team Lead, Eco-team		In progress
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: March 2026 Review: November 2026	Eco-team Lead, Eco-team		In progress
Increase the number of planet friendly, meat-free options on offer every day Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!	Start: Review:	Sustainability Lead, Chartwells, COO		

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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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 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.	Start: Review:	Sustainability Lead, Eco-team		In progress
Label bins clearly and ensure recycling bins are in all key areas Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub	Start: March 2026 Review: November 2026	Premises Manager, Eco-team Lead, Eco-team		In progress
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: March 2026 Review: November 2026	Sustainability Lead, Eco-team		In progress
Monitor paper use and take steps to reduce consumption Use printer management software such as PaperCut to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and B&W printing. Encourage all teachers and office staff to utilise whiteboards and digital	Start: Review:	School office lead	March 2026- Using papercut	Complete

platforms for assignments, notices, administrative tasks, etc. Report monthly paper consumption, including the environmental impact (e.g. number of trees used)				
Take part in additional recycling schemes Take part in additional recycling schemes for items that cannot be recycled in regular waste collections. Some schemes can even generate income or green points. For example; Empties Please (ink cartridges); Recycle to Read: toys , batteries and textiles ; Bag2School and Little Recyclers (textiles); Eddings (pens). Schools can receive funds or rewards in return for the materials they collect.	Start: March 2026 Review: November 2026	Admin team specialist		In progress

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Use ecofriendly cleaning products Once current cleaning products are finished, replace any cleaning products with eco-friendly versions. This may need to be an ongoing conversation with your cleaning company.	Start: March 2026 Review: November 2026	Premises manager	Trust Action	In progress
Develop a Sustainable Procurement policy A Sustainable Procurement Policy is a document that outlines your school or MAT's commitment to purchasing in a way that is both sustainable and ethical. You can find some further advice and links on creating a sustainable procurement policy here .	Start: March 2026 Review: November 2026	Trust Level, COO	March 2026- Trust policy in place – review and adopt	In progress
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 existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school	Start: Review:	Sustainability Lead, Premises manager	Preloved and preloved pets Specialist equipment international donations	Complete

community, local schools and nurseries; [School Resources Exchange](#); Facebook Marketplace, etc.

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Develop an active travel plan Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.	Start: March 2026 Review: August 2026	Principal Premises officer	In place March 2026	Complete
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:	Sustainability Lead		
Raise awareness of air quality around school Educate children on the impacts of air pollution (ex; run an assembly) and/or monitor air quality around school. For instance, sign up for Asthma and Lung's Clean Air Champions for a free air quality monitor and access to a range of resources linked to the curriculum. You may also consider running an anti-idling campaign to address air quality around the school.	Start: March 2026 Review: November 2026	Sustainability Lead		
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability . Your local authority should be able to	Start: Review:			

support you to get signed up (check with your local travel or road safety officer).		Sustainability Lead		
Provide bicycle shelters Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear. Explore support from organisations like Cyclehoop (have funding to build and install cycling facilities), Sustrans (for guidance and support) and local CSR funding like Tesco Community Grants .	Start: Review:	Sustainability Lead	Complete 2026	Complete
Consider environmental impact of school trips Reduce the distance or investigate more sustainable travel options.	Start: Review:	Headteacher		

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
Follow trust adverse weather policy Ensure staff are familiar with guidance for both hot and wet weather, including actions relating to uniform, PE, sunscreen and outdoor learning. Review and share the latest DfE guidance on hot weather. Use DfE resources to support the development of a flood policy that helps the school assess risk, prepare for and manage potential flooding.	Start: Review:	Sustainability Lead, Headteacher	In place March 2026	Complete

Regularly organise cleaning gutters and unblocking any drains on site Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important. Contact the trust promptly if any issues are identified.	Start: March 2026 Review: November 2026	Premises Manager		In progress
Have a strategy for planting on site that considers shade and soil stability, and which species are most suitable Planting within viable locations can provide multiple benefits. Tree or plant species should be carefully selected based upon the location considered. Drought-resistant species or ones that require less watering may be more resilient. The Woodland Trust offers free packs for schools who wish to plant trees onsite.	Start: Review:	Forest School Lead	March 2026- working with Woodland Trust, currently planting	Complete
Build sheltered areas on playgrounds for heat resilience Use awnings/shading measures to provide adequate shelter for students on hot days. Research local organisations and corporate sponsors for potential funding through their Corporate Social Responsibility (CSR) initiatives such as Tesco Community Grants. Other funding includes the Learning through Landscapes funding page and FundEd (Rhino Play).	Start: Review:	Premises Manager		
Install measures in classrooms that prevent overheating 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 film can be used but may cause heat retention as well and limit light into classrooms.	Start: March 2026 Review: November 2026	Headteacher, Premises Manager		In progress

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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: March 2026 Review: November 2026	Premises Manager, Sustainability Lead		In progress
Raise awareness around water consumption and efficiency 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:	Premises Manager, Sustainability Lead		
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: Review:	Premises Manager	Rain garden in place	Complete
Install mechanisms to reduce water wastage Install measures to reduce water wastage. When taps or toilet flushes reach end of life, replace them with push-press taps, low-flow attachments, smaller cisterns, or water-saving devices like Water Hippos. Check if your water supplier offers free audits or installations. For leak repairs or upgrades, contact Thames Water via the Booking Team Manager at	Start: March 2026 Review: November 2026	Premises Manager		In progress

dion.bachmann@groundwork.org.uk to arrange a school water audit.				

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
Take part in The Nature Park 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.	Start: March 2026 Review: November 2026	Sustainability Lead		In progress
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. Register with the RHS Campaign for School Gardening to receive a free starter pack with seeds and growing resources.	Start: Review:	Sustainability Lead	Gardening club established	Complete
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:	Sustainability Lead	Projects so far have included: Fruit area (with growing green) City Garden Pond (with froglife)	Complete
Increase planting of available areas Identify areas on school grounds for new planting, such as hedgerows, trees, wildflower meadows, planters, or pots. Follow the "right tree in the right place" principle and consider accessibility and maintenance.	Start: Review:	Sustainability Lead, Premises Manager	Current development of allotment area Planning Micro-Forest	Complete

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
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: Review:	Sustainability Lead	Eco-committee established	Complete
Set up a sustainability award for students or classes Create an Eco Award as part of the Eco Club's work, either as an end of year celebration or a weekly/half termly award e.g. for the class who do the most recycling/turn off lights and screens most consistently.	Start: Review:	Sustainability Lead		In progress
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: Review:	Sustainability Lead		

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as Map The Curriculum may be helpful for this.	Start: March 2026 Review: November 2026	School level	6 th Form Horticulture group in place	In progress
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: Review:	Trust level		

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: March 2026 Review: November 2026	Sustainability Lead		In progress
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures , Inspiring the Future , Speakers for Schools to find speakers.	Start: Review:	Sustainability Lead		



www.letsgozero.org

Ashden is registered in England and Wales as a company limited by guarantee.
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