

# Climate Action Plan

## St Peter's Eaton Square

1 year plan Autumn 2025 – 2026



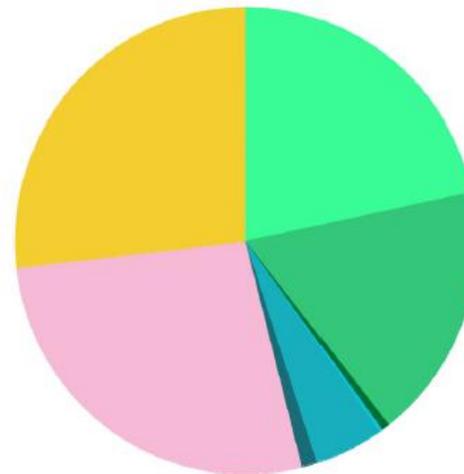
[oci.stott@letsgozero.org](mailto:oci.stott@letsgozero.org)

Your school's carbon baseline: 139 t CO<sub>2</sub>e      Calculation: October 2025

### Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 136.19 tonnes co<sub>2</sub>e\* per year

Operational area	Emissions area	Scope	t co <sub>2</sub> e*	% **
Energy, Waste & Water	Fuel	1	29.4	22%
	Electricity	2	24.3	18%
	Waste	3	0	0%
	Water	3	0.7	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.3	<1%
	Student commuting	3	6.4	5%
	Staff commuting	3	1.4	1%
Food	Food	3	37	27%
Purchasing & Uniform	Purchasing	3	36.8	27%
	Uniform ***	Out-of-scope	44.3	n/a



Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	

★ = high carbon reduction actions

Overall projected carbon savings: 9%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Sign up to the <a href="#">Let's Go Zero</a> campaign</b></p> <p>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.</p>	Complete	Jane		Complete
<p><b>Calculate your school's carbon footprint using <a href="#">Count Your Carbon</a></b></p> <p>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.</p>	Complete	Jane and Roz		Complete
<p><b>Add sustainability plans, projects and successes to your school website and share through wider communications</b></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>	Start: Autumn '25 Review: Summer '26	Jane	Ongoing and webpage up and running. Often on the newsletter add information.	In progress
<p><b>Set up a sustainability working group</b></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>	Start: Autumn '25 Review: Summer '26	Jane	Already partly happening with key stakeholders group = finance, premises and head.	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
<p><b>Install a smart meter</b></p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to <a href="#">get data to track consumption</a> and is needed before you can sign up to energy usage analytics platforms, e.g. <a href="#">Energy Sparks</a>.</p>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	<p><b>Site manager</b></p>	<p>Not in place – recently had a visit from the LDBS who manages the building. Having a building surveyors audit. People in last week looking at current energy last week.</p>	<p>Not started</p>
<p>★ <b>Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</b></p> <p>18°C is the <a href="#">general recommendation</a> 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%, <a href="#">according to the DfE</a>.</p>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	<p><b>Site manager</b></p>	<p>Heating gets turned back on next week. Comes on at 6.30 and goes off at about 5.</p>	<p>In progress</p>
<p>★ <b>Insulate your building</b></p> <p>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.</p>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	<p><b>Site manager</b></p>		<p>Not started</p>
ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Take part in a switch off campaign</b></p>	<p><b>Start:</b> Autumn '25</p>	<p><b>Jane and eco team</b></p>	<p>Eco monitors in place monitoring and signs up.</p>	<p>In progress</p>

<p>Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a>. 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><b>Review:</b> <b>Spring '26</b></p>			
<p><b>Ensure staff understand how to heat their rooms in the most energy efficient manner</b></p> <p>Give staff clear instructions on how to manage heating in areas they are responsible for, e.g. ensure all teachers know where thermostatic radiator valves (TRVs) are or how to control their classroom thermostat, to turn radiators off before opening windows and how to be proactive rather than reactive to overheating issues. .</p>	<p><b>Start:</b> <b>Autumn '25</b> <b>Review:</b> <b>Spring '26</b></p>	<p><b>Jane / site manager</b></p>	<p>Staff use Aircon units if the main heater isn't working. Reminded to switch them off. Nick sends emails round to remind people.</p>	<p>In Progress</p>
<p><b>Monitor energy use on a regular basis through dedicated platforms</b></p> <p>Use an energy monitoring platform (e.g. <a href="#">Energy Sparks</a>) 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 you are already sending your energy data to your provider, get in touch with them and ask them for access.</p>	<p><b>Start:</b> <b>Autumn '25</b> <b>Review:</b> <b>Spring '26</b></p>	<p><b>Jane / site manager</b></p>		<p>Not started</p>

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Arrange a menu consultation through an external organisation e.g. <a href="#">ProVeg</a></b></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</p>	<p><b>Start:</b> <b>Autumn '25</b> <b>Review:</b> <b>Spring '26</b></p>	<p><b>Jane / caterers</b></p>	<p>Oci to email the menu (from website).</p>	<p>Not started</p>

to <a href="#">ProVeg</a> 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><b>Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc</b></p> <p>Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.</p>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	Jane	Working on this continually – with healthy schools team and they deliver workshops to parents and children.	In progress

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Aim to remove branding from PE kit</b>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	Jane	Bags to schools scheme (families bring in unwanted clothes) and uniform exchange. Have reduced branding – only on cardigans and PE tops.	Not started
<p>★ <b>Follow sustainable practices when choosing external companies and how you use them</b></p> <p>This involves researching and understanding the sustainability and ethical credentials of companies before buying from them, e.g. ensuring they do not take part in deforestation practices. Incorporating sustainable buying practices, e.g. buying in bulk, can also improve the sustainability of your procurement.</p>	<p><b>Start:</b> Autumn '25 <b>Review:</b> Spring '26</p>	Jane / finance manager	Trying to reduce paper useage.	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

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Conduct a climate resilience audit</b></p> <p>Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p>	<p><b>Start: Autumn '25</b> <b>Review: Spring '26</b></p>	<p><b>Site manager</b></p>	<p>Classroom was so hot in the summer and aircon wasn't working and so the teacher was moved. Nick to check the settings on the aircon.</p>	<p>Not started</p>
<p><b>Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures</b></p> <p>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<sub>2</sub> levels using devices.</p>	<p><b>Start: Autumn '25</b> <b>Review: Spring '26</b></p>	<p><b>Site manager</b></p>		<p>Not started</p>

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Check site for leaks using your water meter</b></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 <a href="#">audit guide</a> 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><b>Start: Autumn '25</b> <b>Review: Spring '26</b></p>	<p><b>Jane / site manager</b></p>	<p>Oci to put in touch with Thames Water.</p>	<p>Not started</p>

### 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 <a href="#">The Nature Park</a></p> <p><a href="#">The Nature Park</a> 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: Autumn '25 Review: Spring '26</p>	<p>Science lead</p>		<p>Not started</p>

### 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><b>Appoint a sustainability focused governor</b></p> <p>Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.</p>	<p>Start: Autumn '25 Review: Spring '26</p>	<p>Jane</p>	<p>Health and safety governor might be involved. Speak to Nick and Roz about.</p>	<p>Not started</p>
<p><b>Provide CPD opportunities for staff on sustainability</b></p>	<p>Start: Autumn '25 Review: Summer '26</p>	<p>Jane</p>	<p>Interested in LGZ cpd. Oci to keep updated.</p>	<p>Not started</p>

Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.				
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CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Amend your curriculum to incorporate sustainability</b></p> <p>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. <a href="#">Teach the Future</a>, Royal Meteorological Society (<a href="#">Curriculum for Climate Literacy</a>) and the <a href="#">MoEE</a> have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p><b>Start: Autumn '25</b> <b>Review: Summer '26</b></p>	<p><b>Jane and staff</b></p>	<p>You already work with Climate Ed on this action.</p>	<p>In progress</p>
<p><b>Set up a <a href="#">Forest School</a></b></p> <p>Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access <a href="#">Forest School</a> regularly.</p>	<p><b>Start: Autumn '25</b> <b>Review: Summer '26</b></p>	<p><b>Jane</b></p>	<p>You mentioned that this was ongoing so I thought I would leave it on. Early years and KS1 and rest of school over the rest of the year.</p>	<p>In progress</p>

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Invite inspirational green careers speakers in to speak to pupils</b></p> <p>Find green careers speakers to inspire pupils. This could include parents or governors. Use <a href="#">Primary</a></p>	<p><b>Start: Autumn '25</b> <b>Review: Summer '26</b></p>	<p><b>Jane</b></p>		<p>Not started</p>

<a href="#">Futures</a> , <a href="#">Inspiring the Future</a> , <a href="#">Speakers for Schools</a> to find speakers.				
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**Appendix 1: Comparison with other schools (average based on 630 other LGZ schools who have done carbon footprints).**

Average Per Pupil in Primary		St Peter's Eaton Square	Comparison
Average pp	0.97	0.75	Below average
Fuel	0.13	0.16	Above average
Electricity	0.08	0.13	Above average
Waste	0.00	0.00	Average
Water	0.00	0.00	Average
Vehicles	0.00	0.00	Average
Trips	0.02	0.00	Below average
Student Commutes	0.16	0.03	Below average
Staff Commutes	0.09	0.01	Below average
Food	0.16	0.20	Above average
Spending	0.13	0.20	Above average
Uniforms	0.21	0.24	Above average