

Climate Action Plan

Bernards Heath Junior School

1 year plan, Autumn 2025 – 2026



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Progress Key
Not Started
In Progress
Stalled
Complete

Your school's carbon baseline: TBC t CO₂e Calculation: 153.23 tonnes co2e

Climate Action Plan history
★ = high carbon reduction actions

RECOMMENDED FIRST STEP

ACTION	NOTES	TRACKER																																																					
<p>Calculate your school's carbon footprint using Count Your Carbon</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> <p>Bernards Heath Jr School Carbon Score</p> <p>Your schools total carbon footprint is estimated to be: 153.23 tonnes co2e* per year</p> <table border="1"> <thead> <tr> <th>Operational area</th> <th>Emissions area</th> <th>Scope</th> <th>t co2e*</th> <th>% **</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Energy, Waste & Water</td> <td>Fuel</td> <td>1</td> <td>0.3</td> <td><1%</td> </tr> <tr> <td>Electricity</td> <td>2</td> <td>31.5</td> <td>21%</td> </tr> <tr> <td>Waste</td> <td>3</td> <td>0.1</td> <td>0%</td> </tr> <tr> <td>Water</td> <td>3</td> <td>0.6</td> <td><1%</td> </tr> <tr> <td rowspan="4">Transport</td> <td>School vehicles</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>School trips</td> <td>3</td> <td>2.2</td> <td>1%</td> </tr> <tr> <td>Student commuting</td> <td>3</td> <td>37.9</td> <td>25%</td> </tr> <tr> <td>Staff commuting</td> <td>3</td> <td>5.6</td> <td>4%</td> </tr> <tr> <td rowspan="1">Food</td> <td>Food</td> <td>3</td> <td>49.2</td> <td>32%</td> </tr> <tr> <td rowspan="2">Purchasing & Uniform</td> <td>Purchasing</td> <td>3</td> <td>25.8</td> <td>17%</td> </tr> <tr> <td>Uniform ***</td> <td>Out-of-scope</td> <td>83.8</td> <td>n/a</td> </tr> </tbody> </table> <p>* 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.</p> <p>** Percentage of your carbon footprint.</p> <p>*** Uniform is out-of-scope and therefore not included within the pie chart.</p>	Operational area	Emissions area	Scope	t co2e*	% **	Energy, Waste & Water	Fuel	1	0.3	<1%	Electricity	2	31.5	21%	Waste	3	0.1	0%	Water	3	0.6	<1%	Transport	School vehicles	1	0	0%	School trips	3	2.2	1%	Student commuting	3	37.9	25%	Staff commuting	3	5.6	4%	Food	Food	3	49.2	32%	Purchasing & Uniform	Purchasing	3	25.8	17%	Uniform ***	Out-of-scope	83.8	n/a	<p>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.</p> <p>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.</p> <p>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.</p>	
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Overall projected carbon savings: TBC%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Sign up to the Let's Go Zero campaign</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>	<p>Start: December 2025 Review:</p>		<p>The school joined the Let's Go Zero campaign on 16.12.25.</p>	
<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: December 2025 Review: March 2026</p>		<p>The school's carbon footprint, calculated through Let's Get Zero, has been added to the school website. The climate action plan will also be published on the website and shared in our newsletters.</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: December 2025 Review: December 2026</p>		<p>Mrs Simpson, the school's Sustainability Lead, will work with Mrs Regan to support the Eco-Council in delivering their plan for the year.</p>	

1. Decarbonisation and Energy Efficiency

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

ENERGY				
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: December 2025 Review: May 2026</p>		<p>Each class has an Eco-Rep, and there is also an Eco-Council who are currently working on the following priorities:</p> <ul style="list-style-type: none"> • Litter Management: Regularly scheduled litter picks. Site bins have been reduced to help keep the school grounds tidy. • Energy Conservation: Ensuring lights and smart boards are switched off when not in use. • Heat Retention: Keeping doors closed to maintain classroom warmth. • Water Awareness: Encouraging everyone to turn off taps and avoid water wastage. • Waste Reduction: Promoting the use of reusable snack pots and water bottles to reduce onsite waste. <p>The Eco-Council and will review the School Action Hub and determine whether the accompanying posters and stickers should be implemented across the school site.</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</p>	<p>Start: December 2025 Review: July 2026</p>		<p>Eco council – reminders to turn off lights / smart boards (as part of the stickers for the above).</p>	

campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.			Eco-council to look at taking part in the 'no power hour' in the Summer term – possibly when the Sports Day is on for the whole school.	
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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: December 2025 Review: N/A</p>		Our school catering is provided by Hertfordshire Catering Ltd. A meat-free option is available every day, and one day each week is entirely meat- and fish-free. We believe this provision is sufficient and does not require further exploration at this time.	
<p>Grow food for use in food tech classes or by pupils/community</p> <p>Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community.</p>	<p>Start: December 2025 Review: Summer 26</p>		The school is planning to introduce a Nature Club. Alongside the eco council, this group will grow herbs and / or cress during the spring and summer terms, with the intention of using these ingredients in food technology lessons. For example, students might grow basil for use when making pizzas.	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Carry out a bin audit to ensure mandatory recycling requirements are being met</p> <p>New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. To do this effectively, carry out a bin audit to review</p>	<p>Start: December 2025 Review: July 2026</p>		Mrs Regan has completed a comprehensive bin audit and identified that recycling procedures remain unclear in several areas of the school. To address this, new recycling bins and updated signage are required to ensure consistency and compliance with the school's waste-management	

<p>location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>			<p>expectations. Accordingly, new recycling bins, accompanying stickers, and a food-waste caddy for the staff room will be ordered.</p> <p>From the week commencing 2nd February 26, all food waste must be separated correctly and collection arranged with Veolia. We have recycled food waste in the past however the council refused to collect due to issues with contamination. Pupils have been reminded during assembly about the correct procedures for recycling their food waste and packed lunch waste.</p>	
<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: December 2025 Review: On going</p>		<p>Students explore themes of reducing, reusing and recycling across several areas of the curriculum. Examples include:</p> <ul style="list-style-type: none"> • English: Year 3. A unit focused on plastic pollution. • Geography: Year 4. A project on forests, with plans to adapt the content to include a more local focus on Heartwood Forest. • Geography Year 5: A rivers unit that examines pollution, including the impact of plastics. • Science Year 3 & 5. Plants and environment. Year 6 Sustainability. • PHSE – looking after the environment. 	

<p>Run waste/plastic reduction initiatives or campaigns with pupils and staff</p> <p>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.</p>	<p>Start: December 2025 Review: September 2026</p>		<p>To look at joining the plastic free schools campaign for September 2026 and to work towards accreditation in this area.</p> <p>The school already encourages the use of re-usable snack pots and water bottles in school and will look at the possibility of reducing laminating in school further. The school has reduced its procurement of laminating pouches over the years considerably encourages the use of reusable plastic pouches instead.</p> <p>With new printers arriving at the end of the year, we also have an opportunity to reduce on-site printing and photocopying by introducing 'find-me' printing and well as recyclable toners.</p>	
<p>Take part in additional recycling schemes</p> <p>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).</p>	<p>Start: December 2025 Review: July 2026</p>		<p>The school has ordered Eddings recycling boxes for collecting used pens and markers, which will be facilitated by the Eco-Council. The Eddings provides return boxes for pens and markers to be sorted and recycled.</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 receive uniform</p>	<p>Start: On-going Review: July 26</p>		<p>The PTA runs a school uniform re-use scheme and has held several uniform sales. Over the last six months, approximately 200 items have been sold, generating £129.50. Items are sold for either 50p or £1 each.</p>	

donations from school leavers. Make sure to include PE kit too!			<p>The school will evaluate the re-use of school uniforms at the end of the school year.</p> <p>The eco council are also looking in the possibility of running a 'pre-loved sale' in collaboration with a local secondary school.</p>	
<p>Follow sustainable practices when choosing products</p> <p>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.</p>	<p>Start: On-going</p> <p>Review: July 2026</p>		<p>The school's cleaning company uses eco-friendly products with no bleach. The school has also looked at purchasing 2nd hand items when appropriate.</p> <p>We have purchased and are trialling re-usable ink for marker pens in school.</p> <p>We need to think more about purchasing items that are ethical, sustainably produced, and fully recyclable, however sometimes these items can be more expensive. As part of this, we are exploring printers that use recyclable toner cartridges.</p>	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Develop an active travel plan</p> <p>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.</p>	<p>Start: November 2025</p> <p>Review: February 2027</p>		<p>The school has developed an updated travel plan using Modeshift Stars in February 2026 which includes 7 initiatives and 4 supporting initiatives. The travel plan will also be posted on the web-site once accredited.</p>	
<p>Run active travel campaigns</p>	<p>Start: December 2025</p>		<p>The school will take part in a walk to school week, most likely for Living Streets from 18th to 22nd May 26 or the Big Walk and Wheel .</p>	

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.	Review: July 2026			
Introduce a salary sacrifice scheme for EVs A salary sacrifice scheme is an employee benefit that allows your team to access a range of electric vehicles at no upfront cost.	Start: Review: July 2026		Mrs Regan is currently looking into a cycle purchase scheme for staff.	
Provide bicycle shelters Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.	Start: Review: July 2026		We are currently exploring options for new bike and scooter shelters. However, we are awaiting further details on the OPAL playground project, as the project's outcomes may influence the preferred location for this new storage and type of storage.	
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Review:		We have investigated the cost and this is too expensive so are not pursuing this further at this time.	Not pursuing

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
Regularly organise cleaning gutters and unblocking any drains on site	Start: On-going Review: July 2026		The Site Team regularly checks and clears the gutters on an on-going basis	

<p>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.</p>				
<p>Build sheltered areas on playgrounds for heat resilience</p> <p>Use awnings/shading measures to provide adequate shelter for students on hot days.</p>	<p>Start: January 2026 Review: April 2026</p>		<p>We are awaiting further information on the OPAL playground project as recommendations could be made as part of this for more shelter areas outside. We currently have a large canopy area and a wooden gazebo shelter.</p>	
<p>Install measures in classrooms that prevent overheating</p> <p>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.</p>	<p>Start: Review: February 2027</p>		<p>We have approximately four classrooms with extensive glazing that face the sun and become very warm during the summer months. Although each room is fitted with blackout blinds, we recognise that rising summer temperatures mean we need to explore additional solutions, such as solar control film or external awnings along this side of the school. While this is not an immediate requirement, it has been added to the asset management plan for future consideration and discussion.</p> <p>We have had a quotation for this and are currently reviewing options.</p>	
<p>Consider measures to increase adaptation to flooding risks</p> <p>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).</p>	<p>Start: Review: February 2027</p>		<p>In 2023, we carried out extensive drainage improvements to help future-proof the site. However, we still need to assess whether any further measures are required to ensure long-term resilience of the school</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 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.</p>	<p>Start: Review: July 2026</p>		<p>Our Sustainability Lead, Mrs Simpson, will review this and identify ways to integrate nature-based learning into the curriculum.</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: July 2026</p>		<p>Mrs. Simpson and Mrs. Parry are planning to launch a Nature Club at school for the Spring and Summer terms. The club will take part in activities such as making bird feeders and bug hotels, growing herbs, and going on nature walks. The school will also look into purchasing a weather station for use of the whole school for curriculum and club. Wherever possible, we will also involve the wider community through collaborative nature-focused projects.</p>	
<p>Have pupils carry out wildlife surveys</p> <p>Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.</p>	<p>Start: Review: February 2026</p>		<p>The school took part in the Big Birdwatch campaign week commencing 02/02/26. There was a special assembly on 06/02/26 where the findings were reviewed. The results were submitted to the R.S.P.B.</p>	
<p>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</p> <p>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</p>	<p>Start: Review: February 2027</p>		<p>Invite Wilder Schools ambassador from the Wildlife Trust to advise on what you could do on site in the next year.</p>	

make use of the wider community for support and resources.				
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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
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: July 2026		To do	
Publicise your commitment to sustainability Include a commitment to sustainability in your school's public communication, e.g. declaring a climate emergency and intentions of going Net Zero. This could be via a values statement, a declaration of Net Zero aspirations, or inclusion in the school vision.	Start: Review: July 2026		To do	

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: Review: July 2026		Sustainability is embedded throughout our curriculum, and the Sustainability Lead will review and produce a summary showing where and how it features	
Amend your curriculum to incorporate sustainability	Start: Review: July 2026		This is currently already incorporated, however it maybe possible to tweak this further. The Sustainability Lead will review this.	

<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. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.</p>				
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GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>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.</p>	<p>Start: Review: February 2027</p>		<p>To investigate.</p>	



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