

Climate Action Plan

St Augustine's School

1 year plan Spring 2026 – 2027



Kumari.kher@letsgozero.org

Your school's carbon baseline: 121.92 t CO₂e **Calculation:** December 2025

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **121.92 tonnes co₂e*** per year

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	13.4	11%
	Electricity	2	11.1	9%
	Waste	3	0.1	0%
	Water	3	0.3	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.9	<1%
	Student commuting	3	10.3	8%
	Staff commuting	3	7.6	6%
Food	Food	3	62.5	51%
Purchasing & Uniform	Purchasing	3	15.9	13%
	Uniform ***	Out-of-scope	13.1	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.

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

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	04.03.2026
★ = high carbon reduction actions	

Overall projected carbon savings: TBC%

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.	06.03.2024			Complete
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 and gives you a baseline against which to measure progress, year on year.	Start: December 2025 Review:			Complete
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: Review:	All staff	School newsletter and social media platform (facebook which links to our school website) used to promote projects and initiatives such as walk to school week, 'We can Solihull' Eco team blog on our school website	ongoing
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' and where possible provide PPA time for this role.	Start: Review:	SLT	Matt Crooks (TA), Ruth Goodwin (SLT) and Eugene Wong (Governor) alongside pupil representatives from the Eco team across all year groups in school Year 1 to Year 6	complete

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
★ 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:	Site manager	There is a thermostat which ensures that the heating will automatically start if the temperature falls below a certain temperature. Heating is kept off for all of September and dependent on outside temperatures as to when it comes on in the Autumn term. The same applies when we turn it off towards the end of Spring/summer. Heating is also on up until lunch time and then goes off. Currently reviewing and under consultation to move to a Heat network and not having gas boilers. Awaiting design and final costs, along with MAC and Diocesan approval.	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:		Sent to MAC to consider.	Ongoing

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Incentivise students to address energy usage 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.	Start: Review:	Eco team	Traffic light system- Eco team members visit classrooms and rate them on their energy usage. ECO bears for KS1 and KS2 in place and awarded during special events across the year. Also conduct Switch off Fortnight. New ECO team in place from September 2026 to support with regular monitoring.	Ongoing
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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: Review:	Staff and all pupils	To be run again in November 2026 We encourage sandwiches on the day, to reduce use of electrical heat sources in the kitchen.	Ongoing
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform 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.	Start: Review:	Site manager	This is only shared during switch off fortnight, so that there is clear evidence of the difference and impact it makes.	

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: Review:	Aspens	To refer to Aspens to see if they will adapt their menu. At the moment, meat choice is first. However, the menu does have a wide variety of food options, many vegetarian and reduced processed foods.	
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies. Climate education (sustainable food and farming) Food a Fact of Life, resources on where food comes from for age groups aged 3-16 years Food A Fact Of Life	Start: Review:		Initiative- meat free days No meat day on Monday of Week 1 and Week 3 of our 3 weekly menu rota explained during an assembly	
Have separate food waste bins in all areas where food is prepared or consumed and collections in place New waste regulations require all schools to separate food waste from general waste. Contact your waste supplier to organise food waste collections separately in line with 31st March 2025 legislation changes so that it can be diverted to anaerobic digestion plants. This could lower your waste disposal bills. Organise food waste caddies for all appropriate spaces.	Start: Review:		Clearly labelled bins across the school and promoted to the children during assembly.	Completed
Have one planet friendly day a week Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich	Start: Review:		Initiative- meat free days No meat day on Monday of Week 1 and Week 3 of our 3 weekly menu rota explained during an assembly	

or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!				
Reduce the quantity of meat in meat-based meals Explore and implement the addition of meat alternatives into meal-based meals such as lasagnas, bolognese, shepherds and cottage pies etc. Lentils and pulses are excellent substitutes. ProVeg can offer free advice around this.	Start: Review:		Kitchen staff do add lentils and oats to dishes such as cottage pie	
Weigh food waste from kitchen and plates, share results, and set a target to reduce this 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. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further. Use the food waste monitoring toolkit for schools Food waste monitoring toolkit for schools Zero Waste Scotland	Start: Review:		Head Teacher spoke to all year groups about food waste and the importance of eating all of their food so that they have enough energy to keep working hard and learning in the afternoons. Lunch time staff to be vigilant when children are clearing plates at the end of the lunch sitting. Continue to monitor food waste and see if this has reduced after reminders.	
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: Review:		Pre-ordering is available for parents to select meals for the children, which cuts waste. We are continuing to ensure that children eat their meal. Food portions are monitored by kitchen staff, with specific spoons/ladles between the infants and juniors. Promotional food theme days are in place to encourage children to take up a hot meal.	
Introduce on-site composting for grass and tree cuttings 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	Start: Review:			

for engaging students! To get started, ask your school community for unwanted compost bins.				
Grow food for use in food tech classes or by pupils/community 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.	Start: Review:		Use the planters for each class, use the Vegetable crop planner / RHS Gardening calender	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Contact your waste contractor Veolia to make sure food waste if being collected separately New mandatory waste regulations require all dry recycling and food waste to be separated from general waste. Review your main collection bins before they are emptied to see how these new requirements impact you (bins overflowing / underfilled). If changes are needed, discuss bin size, quantity and collection frequency with your contractor.	Start: Review:	AMJ	School office manager has actioned this	
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, 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.	Start: Review:	Eco-team, MC and RG Outside providers	Eco team have delivered an assembly on this when introducing the new bins around school.	

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: Review:		Take part in the Home The Big Plastic Count activity from March 9-15 th 2026 There is a blue bin on the school premises for the recycling of cans.	
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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Replace ICT equipment that is at end of life with energy efficient alternatives Purchase new IT equipment based on energy efficiency ratings and consider buying second hand refurbished IT equipment to lower the cost and carbon footprint.	Start: Review:	MC	Purchased new laptops for staff and pupils throughout 2025/26. No purchasing of second hand equipment as battery life and compatibility are not sustainable.	
Follow sustainable practices when choosing products 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.	Start: Review:		Sustainable waste collection for ICT equipment.	
 Follow sustainable practices when choosing external companies and how you use them 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.	Start: Review:		This is for the MAC to support with. We use Lyreco for exercise books across the MAC which aids with bulk buying. These are a sustainable and ethical company.	Ongoing

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: Review:		To seek this from the MAC.	
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Consult staff on alternative ways of commuting Ask staff how you can best support them to reduce their commuting emissions. Explore including salary sacrifice schemes (such as cycle-to-work schemes, purchasing of EVs or season tickets for public transport) or car-pooling options.	Start: Review:		We do have some staff who walk into work and opt to leave their car at home. Some colleagues car pool. Others take public transport, but the majority do travel by car.	
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: Review:		Head Teachers liaises with Modeshift stars and regular promotion of Active travel with our families. We walk as a school to sporting events, when they are local, including Yr4 class walking to their swimming lessons each week. Road safety message in the newsletter – Autumn 2026 and Road safety talks for the Nursery and Reception classes.	
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	Start: Review:		Walk to school week- whole school participated- 18.5.2026	

by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.				
Promote walking/cycling/public transport to school by educating pupils Educate children (and the wider school community) on the benefits of active travel by, for example, running school assemblies. Secondary schools can consider participating in Modeshift's Travel Ambassadors programme .	Start: Review:		Assemblies linked to air pollution and banners outside the school for 'no idling zones' to promote active travel – walking, cycling or scooting to school. We have racks to secure bikes and scooters on the playground.	
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: Review:		Auntie Duck Whole school assembly Friday 6 th March 2026. Auntie Duck lesson delivered in Year 1 Auntie Duck workshop on Air pollution for academic year 2026-27 for Year 5 in process of being arranged All of the details are on the Auntie Duck website; Meet Auntie Duck – The Dog, Duck and Cat Trust	
Offer a staff cycle-to-work scheme A salary sacrifice employee benefit that allows you to purchase a bike or electric bike, as well as cycling accessories and bike parts.	Start: Review:			
Encourage staff to carpool There are many apps that can help with this, or alternatively a simple sign-up sheet in the staff office works well.	Start: Review:		Two members of staff carpool If we are to attend a MAC event, we try to carpool to reduce emissions.	
Offer staff season tickets for public transport				

This is a salary sacrifice employee benefit that allows you to purchase your season ticket for public transport.				
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:			
Talk to your local authority regarding safety of roads around the school Talk to your local authority about potential measures to improve road safety around the school.	Start: Review:		LA delivered road safety assembly to EYFS and KS1	
Create a School Street outside the school gate (slow-speed/low emissions road) or reduce number of parked cars outside school Follow the Department for Education guidance. The School Streets Initiative , Mums for Lungs and ModeShift have useful guides and resources on how to create a School Street. Having a travel plan in place is a pre-requisite to create a School Street.	Start: Review:		Low emissions poster outside school gates.	
Provide bicycle shelters Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.	Start: Review:		Bicycle rack provided on school site and used by many pupils	Complete

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
Conduct a climate resilience audit	Start: Review:			

Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.				
Subscribe to receive Heat Health Alerts and write a heatwave policy 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.	Start: Review:		All staff have read and adopted heatwave protocol	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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:		Work with Severn Trent, who lead assemblies and also deliver workshops with Yr5. The class cover this area in their curriculum.	

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: Review:	Eco team	Site mapping complete-June 2026	
Establish a gardening/nature club and grow vegetables and fruit 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.	Start: Review:	Staff/parents and pupils	Nature club ran for 6 weeks in Spring term- litter picking and growing from seed- sunflowers, cress	
Have pupils carry out wildlife surveys 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.	Start: Review:	Staff and parents	Pupils took part in the Big Birdwatch in school January 2026 and promoted families to take part at home through school newsletter and parentpay message. Photos received of families completing this at home.	
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	Start: Review:	Staff and pupils	Bug hotels and bird feeders added to environment.	

make use of the wider community for support and resources.				
Regenerate and maintain the pond area, look at community funding grants to fund this	Start: Review:			
Participate in local efforts to promote and protect nature Help promote and protect nature beyond your school grounds. E.g. engage with local nature groups and nature recovery schemes, ensure your grounds are part of local "wildlife corridors", write to your MP to demand action for nature, start a tree nursery to supply saplings for the local area.	Start: Review:	Staff		

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
Sign up to 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:			
Appoint a sustainability focused governor	Start: Review:			Complete

Appoint a link governor who will work directly with the Sustainability Lead and working group to deliver the Climate Action Plan.				
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:		To include on newsletters and through assemblies with the children. Blog from the ECO team.	
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:			
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely. There are also free online CPD sessions from UCL to help embed sustainability in different subjects at Primary and Secondary: Teaching for sustainable futures UCL Institute of Education (you have to register for a free account to access the modules).	Start: Review:			
Support your staff to attend local sustainability networks & events Include sustainability networks and events in your staff CPD offer and encourage and support staff to attend. You can include the Let's Go Zero Free online workshops and training for schools - Lets Go Zero in your CPD offer	Start: Review:			

plus events from UKSSN , National Education Nature Park and other offers local to your school.				
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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 Curriculum Mapping Resources – FED Climate Change may be helpful for this.	Start: Review:			
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:			
Survey staff on how they feel about teaching sustainability issues Conduct a survey to understand staff capability to teach sustainability and use this to identify any support needed. This might include asking them to rate their knowledge and confidence about the causes and effects of climate change, as well as the ability to navigate potentially difficult conversations with pupils including eco-anxiety. Let's Go Zero have a template survey you can use.	Start: Review:			

Share best practice and ideas internally This could include ensuring that sharing sustainable practices is on the agenda at curriculum meetings, departmental debriefs and teaching collaboration strategies. It could also involve CPD opportunities, tips in staff meetings, a peer observation focus, school bulletins and newsletters.	Start: Review:			
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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: Review:		Contacted- Elliott McDowell LinkedIn West Midlands Regional Coordinator for free Climate Ed workshops for Year 5 for academic year 2026/27-sessions to begin in November.	
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:			
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	Start: Review:		Pupils have participated in minibeast hunts, bird watching sessions and planting within our school grounds this academic year.	



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 The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP