

Climate Action Plan

Wingham Primary School

1 year plan May 2026 – 2027



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Progress Key	
Not Started	Stalled
In Progress	Complete

Climate Action Plan last reviewed:
DD/MM/YYYY

★ High carbon reduction potential

Your school's carbon baseline: TBC t CO2e

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
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 over time.	Baseline calculated: DD/MM/YYYY Review:			Not Started
Add sustainability plans, projects and successes to your website and wider communications Celebrate your school's climate action on your website, in newsletters, local press, and events to showcase your successes and involve the wider community.	Start: Sept 26 Review: May 27	EDouglas		In Progress
Set up a sustainability working group Bring together stakeholders across the school to collaborate and share ownership of your CAP with a school-wide approach. Include SLT, site staff, finance, teachers and, if possible, representation from your governors and/or PTA. Assign staff to lead on CAP actions and report on progress.	Start: Sept 27 Review: May 27	EDouglas LBrazier GShaw		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	PROGRESS
Install smart meters to give you access to more in-depth data about energy use in and out of school hours First take a look at the meters you've got installed and try to identify if they're smart meters referring to gov.uk guidance. If you're still not sure, or if you don't have them, contact your energy supplier to find out if they're collecting half-hourly energy usage data for you already, and if not, ask them about getting a smart meter installed – this is usually free, unless additional works are needed to make installation possible. This is an important first step to get data to track consumption and is needed before you can sign up to energy analytics platforms, e.g. Energy Sparks.	Start: TBC Review: May 27	LBrazier	We are exploring this Sept 26	Not Started
★ Optimise your BMS/BEMS settings and ensure 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). Communicating the motive for changes to staff is key. Reducing the length of time you heat your buildings by 1hr per day or by 1°C overall can save 5% to 10% of your annual heating bill. Try experimenting with reducing your afternoon heating by an hour at a time and see if the building retains enough heat to make it sustainable, e.g. 6am-1pm at 18 degrees in classrooms. Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.	Start: May 26 Review: May 27	LBrazier	Holiday and weekend settings are set Sept 26	In Progress

Investigate the potential for solar panels with support from your local Net Zero Hub Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School staff can access free advice and guidance on a variety of decarbonisation projects, including exploring solar potential. Felicity has made an introduction to Molly Gregory at the Greater South-East Net Zero Hub to help you start this process. If you want to then proceed with quotes for solar, 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, e.g. Solar for Schools & Eden Sustainable etc.	Start: Jan 27 Review: May 27	LBrazier		IN PROGRESS
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ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
★ Take part in a switch off campaign, create power-down checklists, and incentivise students to collaborate with their teachers to address energy usage 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). Enlist student support to design 'switch-off' signs or stickers to display by all lighting switch panels around the school and any power sockets or switches that can safely be turned off when not in use. Create switch off checklists for the end of the day/week/term and school year for anything that doesn't automatically power down and display them in all classrooms and offices. Running campaigns before the holiday period (such as a	Start: Sept 26 Review: May 27	EDouglas	This will be a school council project 26/27	IN PROGRESS

summer switch-down) can lead to reduced energy use over the holiday period. 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.				
Implement a power down strategy for electrical devices and appliances, and for energy-intensive appliances over holidays Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need. Fridges and freezers are often overlooked. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer, particularly over long breaks, to reduce base load during unoccupied periods, and turn any other freezers off. If/where you have point-of-use hot water heater systems in place, look into installing timer spurs to shut them off overnight and on days where the school is closed.	Start: May 26 Review: May 27	LBrazier		IN PROGRESS
Monitor energy use on a regular basis Make a practice of regularly monitoring and digging into the detail of your energy usage patterns once you have your smart meters in place or consider using an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage and give you automated alerts and guidance on areas you can improve efficiency. 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 if you want to	Start: May 26 Review: May 27	LBrazier		IN PROGRESS

do your own monitoring. You'll need to have smart meters in place to use platforms like Energy Sparks, which come at a cost (of £545+VAT for a school of your size, as of May 2026) but save primary schools an average of £3-5000!				
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Build planet-friendly considerations into food education including vegan cooking and produce that is locally grown. Focus on the merits of plant-based foods for their own sake, rather than as a substitute for meat and dairy. Aim to increase uptake of plant-based meals and engagement beyond meat-free Mondays through pupil-led assemblies. ProVeg have developed a series of off the shelf EYFS and primary lessons in their Canteen to Classroom initiative in order to teach children about the food they eat: where it comes from, how it is made and its impact on our health and planet. This is delivered through fun and engaging, fully planned 'done for you' lessons that align with the National Curriculum. They also have a series of 'Quick Bites' concise, high-impact sessions where timetabling is too busy to accommodate something bigger.	Start: May 26 Review: May 27			IN PROGRESS
Grow food for use in food tech classes Where you have class-sections of your raised bed planters, plan to have students grow foods that can be incorporated into their food tech classes to engage them with how food reaches their plates, or work with your caterers to see if a small student harvest can be incorporated into a featured dish e.g. once per term to build a soil-to-plate education opportunity into your canteen provision.	Start: May 26 Review: May 27		We do this annually in Year 3 as part of their rainforest topic. Produce is taken to the kitchen for the children to eat and try at lunch.	COMPLETE

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	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 Clever School or a Plastic Free School with Surfers Against Sewage using their free resources and teach students about their local marine environment, as Kent has an abundance of coastline and a large marine conservation area around Thanet.	Start: TBC Review: May 27			Not Started

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
★ Develop your uniform exchange and extend existing reuse practices, working towards a whole-school culture of re-use Evaluate your uniform exchange to track how many items are being reused and set a target or take steps to increase its uptake, e.g. putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit and outdoor/forest school gear too! Consider reframing uniform re-use and recycling in the context of a wider school-wide culture of valuing precious resources and making re-use a proactive, positive part of your ethos to shift the focus away from being a service for those that struggle to afford new uniforms to a service that all families are encouraged to donate to and draw from to participate in more sustainable practices, e.g. you could include it in open days and in your school prospectus or new student pages, aim to have it promoted and available at all parents' evenings etc.	Start: July 27 Review:	MBlench	New Reception pre-school visit – school table with clothes.	Not Started
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. Consider the environmental impact of stationery, cleaning and classroom supplies etc. and how you can factor sustainability into decision-making alongside cost and other considerations, e.g. recycled or refurbished, refillable, or reusable items which may cost a little more initially but don't have to be repurchased year on year.	Start: May 26 Review: may 27	LBrazier	Glue sticks have been changed Paper is recycled We have explored refillable white board pens – these were not manageable to refill at the rate they were needed.	COMPLETE

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Develop an active travel plan Create or update and implement your school travel plan which supports cycling, walking and other forms of sustainable travel that are appropriate to your location and setting. Work with your local Active Travel Coordinator through KCC's Jambusters or sign up for ModeShift STARS which is an accreditation programme you can seek support from with creating and implementing your travel plan and tracking your progress to receive awards. An up-to-date travel plan registered with KCC means you can apply for their annual pots of capital funding to support active travel for your school community (e.g. to fund bike racks).	Start: Sept 26 Review: May 27	EDouglas Community		COMPLETE
Continue to run active travel campaigns Participate in annual active travel campaigns, e.g. Living Streets' WoW campaign, the Big Walk and Wheel and Bikeability's Cycle to School Week. 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: Sept 25 Review: May 27		We do WoW campaign – encouraging parking at striding.	IN PROGRESS
Encourage parents to carpool There are many apps that can help with this, (e.g. LiftShare) or alternatively a simple sign-up sheet in the staff office works well. Staff and parents can make use of the Kent and Medway Journey Share group for free. Travel for Life also have some useful resources for PTFAs or parents wanting to organise their own car sharing group.	Start: Oct 26 Review: May 27	EDouglas	Link with Travel plan action.	Not Started

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	PROGRESS
Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures 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 CO₂ levels. The gov.uk guidance on natural ventilation in the home applies equally well to classrooms! See the appendix page at the end of this document for some simple ventilation guidance you can share with staff if helpful.	Start: May 26 Review: May 27	All staff	Ventilation information shared with staff summer 26 – information displayed in the staffroom.	COMPLETE

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Monitor water usage on a regular basis and ask your supplier for a water audit Monitor your water usage on a regular basis by assessing water bills or by getting a water meter (similar to a smart energy meter) installed. Use the findings to inform any changes that can be made to improve efficiency (e.g. low flow taps) and compare the before/after benefits of any solutions installed. Free water audits are available from most water suppliers, including Thames Water (Dartford & Sevenoaks), Southern Water (Thanet, Canterbury, Swale, Medway and Gravesham), Affinity Water (Dover, Folkestone, Hythe and Romney Marsh) and Southeast Water (Maidstone, Ashford, Tonbridge & Tunbridge Wells plus Canterbury & Sevenoaks).	Start: May 26 Review: May 27	LBrazier Caretaker		Ongoing
Raise awareness around water consumption and efficiency Look into whether your current water supplier has free education resources or opportunities on their website, e.g. assembly sessions, webinars, downloadable tools and guides etc. Install some point-of-use guidance, e.g. signs in toilets explaining dual-flushes, reminders over taps that aren't self-closing etc. Consider also getting students to create posters for around the school that illustrate good practice that you'd like to implement to help educate and embed it into school culture. Take a look at the resources for schools from WaterWise to raise awareness around water scarcity (a growing issue in the South-East) and consider other ways to conserve water, e.g. when running taps for cold water to refill bottles, and/or having collection points for students to empty out the waste water from their water bottles.	Start: Oct 26 Review: May 27	LBrazier		Not Started

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	PROGRESS
Take part in The Nature Park and have pupils carry out wildlife surveys The Nature Park is a DfE-led programme that aims to embed nature-based learning into the curriculum and encourage young people to take action to improve their site for people and wildlife. It provides five key steps in the journey and the actions needed to reach your goals and is a great tool for engaging student voices in protecting and investing in nature and for fostering leadership skills. Mark the boundaries of your school site on the Nature Park website to get your school added to the map and conduct wildlife surveys and habitat mapping using NENP resources.	Start: March 26 Review: May 27	S Perry – Science Lead	Year 2 curriculum looks at fossils and the visit Bettshanger park in September to take part in a fossil workshop. KS1 visited a local nature reserve during science week 26 and explored habitats and wildlife.	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

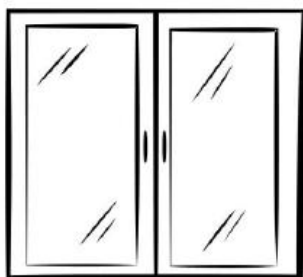
CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Develop an eco-focus for your existing school council for pupils to lead on sustainability initiatives Introduce an eco-focus to your existing school council and consider co-creating an 'eco charter' to implement, identifying personal and/or class-based pledges to work towards and ensuring student voice on sustainability is consistent and embedded. There's an excellent article from the David Suzuki Foundation on how to start a school green team and Energy Sparks have some advice for energy-focused eco teams. Check out Bridge & Patricxbourne Primary's Eco Council page for ideas! There are also some good free resources to help you get started with this, such as the Young Climate Warriors 'Club in a Box' and the Better Planet Schools free modular curriculum (super for Eco Clubs and Councils) and although the Green Schools Project switched their focus to Zero Carbon Schools, their free Eco Team resources are still available for schools.	Start: Jan 27 Review: May 27	EDouglas School council		Not Started

CURRICULUM, GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	PROGRESS
Complete a curriculum audit to understand the climate education journey and identify opportunities for peer-to-peer engagement Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps, and to understand the student learning journey through climate education and identify opportunities to draw out links and themes into to less-obvious subject areas (e.g. arts, humanities and maths). If you can identify opportunities for different year groups to share their climate projects with the wider school, e.g. through pupil-led assemblies, practical demonstrations or poster displays, you can extend the reach of sustainability topics in your existing sustainability curriculum through peer-to-peer engagement and give pupils valuable opportunities to practice leadership and communication skills. Goat Lees Primary in Ashford have some wonderful examples on their website of how they've embedded climate projects in the curriculum for every year group. The Climate Education Toolkit includes a free curriculum mapping tool you can use for this, or if you'd like to map your curriculum against the UN SDGs, try Map The Curriculum. Involve as many of your teaching staff as you can to draw on their insights and share ownership of the process.	Start: Jan 27 Review: May 27	S Perry		Not Started
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils as part of a year-round programme of opportunities, e.g. drawing on your PTA, governors and local wildlife trusts and environmental organisations. You might also consider Primary Futures, Inspiring the Future, Speakers for Schools, Greenpeace etc.	Start: March 26 Review: May 27	SPerry	The chair of the local nature reserve, who is also a scientist, visited the school during science week./ We continue to have a link with him as he is one of our volunteer readers. We will continue to utilise his skills throughout the year when we can.	Complete

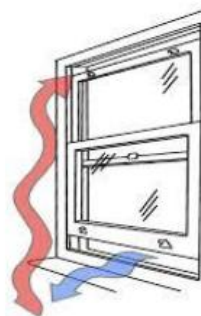
Appendix

Climate adaptation: Ventilation in hot weather



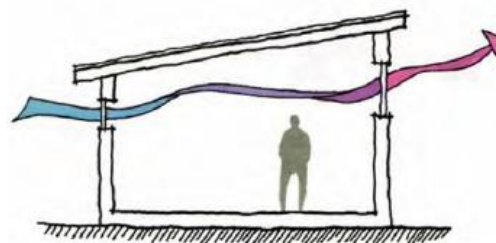
1. Keep windows closed when it's hot

Only open windows when it's cooler outside than in – usually early mornings and late afternoon. A pair of thermometers (one inside and the other outside) can help work this out.



2. Make use of window features

Play to the strengths of your window types. Sash windows for example ventilate best with both the top and bottom open (allowing air circulation). Awning windows can be left open when it is raining.



3. Maximise cross-ventilation

Open windows on opposite sides of a room or building to create a natural airflow path. Consider keeping classroom doors open to encourage airflow throughout the school.



4. Use a fan

Open windows on opposite sides of a room or building to create a natural airflow path. Consider keeping classroom doors open to encourage airflow throughout the school.



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