

Climate Action Plan

Tetherdown Primary School

1 year plan November 2025 – November 2026



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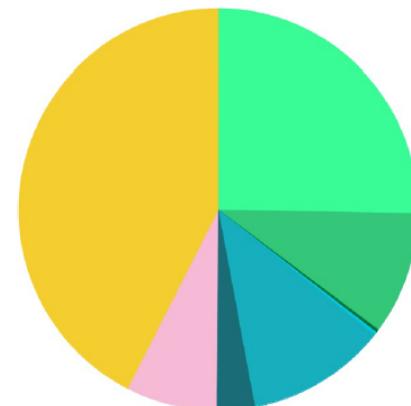
Your school's carbon baseline: 271.08 t CO₂e

Calculation: October, 2025

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 271.08 tonnes co₂e* per year

Operational area	Emissions area	Scope	t co ₂ e*	% **
Energy, Waste & Water	Fuel	1	68.4	25%
	Electricity	2	26.8	10%
	Waste	3	0.1	0%
	Water	3	0.5	<1%
Transport	School vehicles	1	0	0%
	School trips	3	0.6	<1%
	Student commuting	3	30.7	11%
	Staff commuting	3	8.3	3%
Food	Food	3	19.9	7%
Purchasing & Uniform	Purchasing	3	115.7	43%
	Uniform ***	Out-of-scope	21.1	n/a



Notes: These figures are intended as indicative estimates. The largest contributor to our carbon emissions is Purchasing & Gas usage.

* '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:	October, 2025

★ = high carbon reduction actions

Overall projected carbon savings: 6.6% -18.3%

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.	N/A	SLT member	Completed on 23/08/2025	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: November 2025 Review: March 2026	Annie Ashraf	Shared for 1 st December 2025 Share in Newsletter Dec	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' and where possible provide PPA time for this role.	Start: November 2025 Review: March 2026	Annie Ashraf	Rachel Gillingham (DHT), Michelle Moss (SBM) Elvis Francis (Site Manager) Louisa Koschyk (DT and OPAL lead) Rory Buckeridge (Science Lead), John Morriaty (Year 1 class teacher) Amir Gold and Dawn Barnes (Governor)	Complete

1. Decarbonisation and Energy Efficiency

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

ENERGY				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) 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: November 2025 Review: May 2026	Elvis Francis and Michelle	Smart meters installed in school Water, Electricity and Gas and information from Haringey	
★ 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: November 2025 Review: March 2026	Elvis Francis		
Increase staff awareness of energy efficiency and implement a school-wide policy on responsible energy use Educate staff on energy-saving behaviours (e.g. turn heating down vs. opening windows, A/C use, gas usage, turning off screens)	Start: November 2025 Review: March 2026	Annie Ashraf, Michelle Moss Elvis Francis	TB decided for Spring 2	

<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 campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: November 2025 Review: March 2026</p>	<p>Annie Ashraf, Rachel Gillingham with School Council Elvis Francis</p>	<p>Spring 2</p>	
<p>Implement a power down strategy for fridges and freezers over holidays</p> <p>Check and switch off all fridges, including those in the staffroom. Consolidate any frozen food into a single freezer to minimise energy use and turn off any other freezers not required.</p>	<p>Start: November 2025 Review: March 2026</p>	<p>Elvis Francis Annie Ashraf Michelle</p>	<p>Communication to staff Every holiday and cleaner</p>	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Start composting some food waste</p> <p>Start 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.</p>	<p>Start: November 2025 Review: March 2026</p>	<p>Louisa Koscyk SNAC team</p>	<p>Made a compost area started Will start for Spring and compost advocates. Support from either parents or OPAL list.</p>	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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: November 2025 Review: March 2026</p>	<p>Michelle Moss with Office</p>	<p>Batteries are taken offsite Wine Corks to find Website Lost Property is recycled</p>	

<p>Make theme days even more impactful Use recycled materials, creative artwork, or second-hand costumes to celebrate in a fun and eco-friendly way.</p> <p>Monitor our lost property- build a cupboard</p> <p>Make spare PE available and recycle.</p> <p>Recycling our library.</p>	<p>Start: November 2025 Review: March 2026</p>	<p>Rachel Gillingham</p>	<p>World Book Day guidelines Arts Team will ask for recycled things for DT and Art Project for Exhibition and Events Week</p>	
<p>Monitor paper use and take steps to reduce consumption Manage your PaperCut and set up printing limits. Report monthly paper consumption, including the environmental impact (e.g. number of trees used), to raise awareness and drive further reduction. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc.</p>	<p>Start: November 2025 Review: March 2026</p>	<p>Michelle Moss</p>	<p>Spring 1- Analysis the trends of the year group</p>	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>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. See an example procurement policy here.</p>	<p>Start: November 2025 Review: May 2026</p>	<p>Michelle Moss, Annie Ashraf</p>	<p>Summer Term</p>	
<p>Encourage bulk purchasing to reduce shipping emissions and costs</p>	<p>Start: November 2025 Review: May 2026</p>	<p>Michelle Moss with Finance Officer</p>	<p>Paper, Catering, Cleaning, Supply agencies, IT providers</p>	<p>In Progress</p>
<p>Establish procedures for the reuse of school supplies and equipment</p>	<p>Start: November 2025</p>	<p>Helen Kilduff</p>		

Prioritise reuse over disposal to reduce waste, save costs, and generate income. Use existing networks and online platforms to donate / sell unwanted supplies and equipment - e.g. wider school community, local schools and nurseries; School Resources Exchange ; etc.	Review: May 2026			
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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. This may support you with future funding applications.	Start: November 2025 Review: May 2026	Rory Buckeridge	Look at this for Rory to work with.	
Improve bike/scooter 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 to install cycling facilities), Sustrans (for guidance and support) and local CSR funding like Tesco Community Grants .	Start: November 2025 Review: May 2026	Amir Gold	Already have applied for Tesco Community Grant for Autumn 2025	

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

WATER, ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Install measures in classrooms that prevent overheating	Start: November 2025	Elvis Francis, Michelle Moss		

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.	Review: May 2026	Annie Ashraf		
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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
Increase planting of available areas <p>Identify areas in your school grounds which could accommodate new planting e.g. Adding hedge rows along the fence or planters over concrete areas.</p> <p>Explore outdoor learning grants – a great resource for this is on the Learning through Landscapes funding page. You can receive £500 worth of outdoor equipment from a catalogue of over 100 items, including raised bed planters, loose parts kits, waterproof clothing, gardening kits, log seats, ground cover kits, and more. Apply for the OVO Foundation Nature Prize.</p>	Start: November 2025 Review: March 2026	Annie Ashraf, Michelle Moss	Parents to also help with this section Square Roots - Gardeners	
Establish a nature club/eco-club for the later years <p>Run engaging activities to promote teamwork, responsibility, and environmental awareness among students. Register with the RHS Campaign for School Gardening to receive a free starter pack with seeds and growing resources. Consider having parents or volunteers to assist.</p>	Start: November 2025 Review: March 2026	Annie Ashraf and John Morriaty		

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, CURRICULUM, GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit understand how and where sustainability currently features in your curriculum as well as where there are gaps. Online resources such as Map The Curriculum may be helpful for this. And later explore Teach the Future , and MoEE for resources to weave sustainability throughout your curriculum.	Start: November 2025 Review: March 2026	Rachel Gilligham		



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