Climate Action Plan

Hillcrest Primary Primary School

1 year plan Autumn 2025-2026

Carbon footprint: 149.6 **Date:2.11.25**

What do we believe?

At Hillcrest Primary School our vision is 'Taking **PRIDE** in all we do' and this is bound by our core values Partnerships, Resilience, Innovation, Diversity and Excellence.

We encourage our children and staff to:

- Encourage **partnerships** with local community groups to enhance biodiversity on school grounds or run joint climate awareness campaigns
- Foster a culture of perseverance and **resilience** in reducing the school's carbon footprint and adapting to climate challenges.
- Be innovative in driving new ideas for reducing waste, energy use, and emissions, aligning with the DfE's emphasis on innovation in sustainability.
- Promote equity in climate education and action, reflecting **diverse** perspectives and needs ensuring no group is left behind in sustainability efforts.
- Encourages meticulous planning and pride in contributing to a sustainable future, reinforcing the school's commitment to **excellence**.

What is Climate Change?

The dictionary definition is:

A change in global or regional acclimate patterns , in particular a change apparent from mod to late 20th Century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produce they the use of fossil fuels.

There are many factors that can make the Earth warmer and colder including:

- greenhouse gases caused by human activity,
- deforestation, where more than half of the world's surface has been ploughed and paved,

- ozone layer trapping heat closer to the Earth's surface
- different types of air pollution which have different effects on the atmosphere.

The challenge of climate change is formidable. For children and young people to meet it with determination, and not with despair, we must offer them not just truth, but also hope. Learners need to know the truth about climate change – through knowledge-rich education. They must also be given the hope that they can be agents of change, through hands-on activity and, as they progress, through guidance and programmes allowing them to pursue a green career pathway in their chosen field (DFE 2023).

What can we do?

The DFE has called on all education sectors to create a sustainability climate action plan to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we have important role to play in this, particularly reducing our environmental footprint to work towards net zero and giving all children, young people and adults the knowledge and skills to thrive in the green economy and to help restore nature.

Through our sustainability climate action plan, we will engage directly with children and young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities.

Through their learned and lived experiences from early years to Year 6, our children will develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

Using the four areas identified in the DFE's Sustainability and climate change strategy Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK our sustainability and climate action plan will focus on:

1. **Decarbonisation** e.g. taking action to reduce carbon emissions and becoming more energy efficient.
2. **Adaptation and Resilience** e.g. taking action to reduce the risk of flooding and overheating.
3. **Biodiversity** e.g engaging with National Education Nature Park Home | Education Nature Park
4. **Climate Education and Green Careers** e.g. knowledge rich comprehensive teaching about climate change.

It will also include:

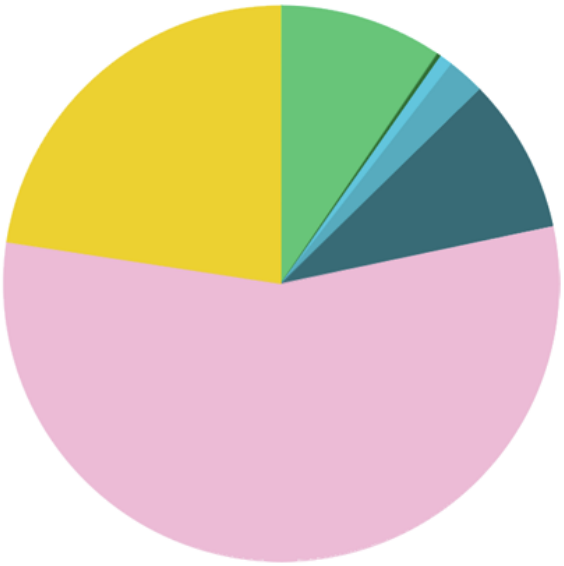
Creating an environment from an early age where we can connect to nature is essential for self-enforcement in protecting and valuing nature'. Ensuring our children will:

- spend time in nature and learn more about it
- become actively involved in the improvement of their local environment
- know that regular contact with green spaces can have a beneficial impact on their physical and mental health.

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 149.06 tonnes co_2e* per year

Operational area	Emissions area	Scope	t co_2e*	% **
Energy, Waste & Water	Fuel	1	0	<1%
	Electricity	2	14	9%
	Waste	3	0.1	0%
	Water	3	0.3	<1%
Transport	School vehicles	1	0	0%
	School trips	3	1.1	<1%
	Student commuting	3	3.2	2%
	Staff commuting	3	13.4	9%
Food	Food	3	83.1	56%
Purchasing & Uniform	Purchasing	3	33.9	23%
	Uniform ***	Out-of-scope	24.1	n/a



* 't co_2e' or 'co_2e' 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.

GETTING 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.	**Completed**	**Headteacher**	Signed up	Completed
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.	**Start: November 25** **Review: Sept 26 26**	**Headteacher** **Sustainability Leads**	Count your carbon tool used and will be submitted to the governors at Term 2 FGB 11.12.25	Completed
Sign up to the Sustainability Hub for Education A DfE-funded project that offers 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: November 25** **Review: Sept 26**	**Headteacher** **Sustainability Leads**	Signed up	Completed

1. Decarbonisation and Energy Efficiency

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

ENERGY				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
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). https://jointhepod.org/campaigns/sof25	**Start: Nov 25**	**Whole school**	We will be conducting an outdoors switch off day in line with Earth Day 2025.	Head Teacher's Termly Report

Ensure your Building Management Systems (BMS) /Building Energy Management Systems (BEMS) has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms Reducing the temperature in a building by 1ºC can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.	**Start: Jan 26**	**Whole school**	Building Energy Management System (BEMS) is set with appropriate timings and temperatures—such as heating classrooms from 6am to 1pm at 18°C. This approach aligns with best practice guidance and helps reduce energy waste during unoccupied hours. We are also contributing to significant cost savings, as even a 1°C reduction can lower heating bills by 5–10%. Our strategy reflects a strong commitment to energy efficiency and sustainability in line with DfE recommendations.	Head Teacher's Termly Report
Incentivise students to address energy usage eg Energy Champions initiative 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. **Free resources:** Energy Sparks	**Start: Nov 25**	**Whole school** Inc Class MPs	We are empowering students to take ownership of energy-saving behaviours, encouraging them to lead by example and influence their peers through leadership opportunities like house captains, prefects, librarians and play leaders. Through this initiative, students actively contribute to reducing energy usage, cutting costs, and lowering emissions—making the school environment more sustainable.	Termly meetings (standing item on Class MP agenda)
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens. **Free resources:** Energy Sparks	**Start: Dec 2026** **Review: Dec 26**	**Headteacher / SBM**	New printing lease initiated May 2025. This will ensure latest energy saving technology is applied to the device. Self powering down and energy efficient modes are activated. All laptops are replaced on a rolling cycles. Laptops should been routinely locked in accordance with GDPR policies, when this occurs, sleep mode is activated.	

Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on existing radiators.	**Start: Dec 2025** **Review: Dec 2026 and annually upon TRV inspections**	**Headteacher / SBM / Site staff**	TRVs are monitored annually as part of our statutory checks program.	

Installation of LED lighting Investigate feasibility of the installation of LED lighting. Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.	**Start: Dec 2025** **Review: Dec 2026**	**Headteacher / SBM / Site staff**	The school building has full LED lighting systems throughout. We are not looking to have this changed.	
100% "Green" Energy Tariffs Explore options of moving to green energy tariffs and switch when commercially viable	**Start: Dec 2025** **Review: Dec 2026**	**Headteacher / SBM**	We are signed up to Bristol City Council's energy supplier as we are a Local Authority School.	

TRANSPORT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Run active travel campaigns e.g. Modeshift STARS Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and 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. Walk to school week May 2026 Primary Schools Cycle to school week October 2026 Big walk and wheel Mar/Apr 26 Sustrans Big Walk and Wheel 2025	**Start: March 2206** **Review: Annually**	**Headteacher** **SBM**	We will be continually requesting parents park further away from school and walk to school as a traffic calming measure but also to reduce car usage in the area.	
Provide cycle proficiency lessons in school e.g. Bikeability Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up.	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	School provided likeability lessons for Yr5-6. We have many staff members whole cycle to school modelling that green methods of commuting.	
Develop an active travel plan Register for ModeShift STARS to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.	**Start: December 2025** **Review: Annually.**	**Headteacher** **SBM**	• Continue to work with Living Streets to promote active travel. • Continue to promote our school's 5-10min walking map zone produced by BCC Active Travel Team encouraging families to leave their car at home or park further away from school and walk.	

			• Include travel plan goals in newsletters and the school website to involve the wider community.	

PROCUREMENT				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Reuse school uniform and PE kit through a uniform exchange Set a target of increasing reuse of uniform items each year through your Uniform Exchange/Swap Shop • Increase opportunities for families to access free uniform shed in the playground. • Reframe uniform reuse away from 'for those in need' to positive climate action	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	• Promote use of Uniform Shed: The school has set up free uniform Shed where families can donate and collect used school uniforms and PE kits. • Annual Reuse Target: A goal is set each academic year to increase the number of items reused and reduce the need for new purchases.	
• Educate pupils and parents on the high carbon impact of clothing and the importance of reuse Include dress-up day items, wellies etc	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	• Accessible to All Families: The Uniform Shed is promoted as a community sustainability initiative, not just for those in financial need. It is open all day every day. • Climate Education Link: Pupils learn about the environmental impact of clothing production and waste through assemblies and classroom discussions. This helps reframe uniform reuse as a positive climate action. • Extended Offering: As and When donations includes not only standard uniform items but also seasonal wear (e.g. wellies, coats) and dress-up day clothes, encouraging broader participation. • Promotion: The initiative is highlighted in newsletters and on the school website to raise awareness and normalize reuse.	

Consider carbon footprint and environmental practices of the services/companies you use Develop a Sustainable Procurement policy or strategy. See Molescroft Primary procurement policy For some practical first steps when thinking about sustainable procurement in your school: **Sustainability in school procurement | Edexec**	**Start: September 2025 Review: Annually.**	**Headteacher** **SBM** **Bristol local authority**	A Guide to Sustainable Shopping Choices on Amazon Many schools already use Amazon - this guide makes them aware of how to find the more sustainable suppliers and options. **Auditing suppliers** Sustainability Support for Education An extensive guide listing all the factors and questions to consider when choosing sustainable school suppliers. Includes directories, tips on how to assess sustainability/education/social responsibility credentials, options for procurement frameworks and more.	
Switch to recycled or sustainably sourced paper Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.	**Start: September 2025 Review: Annually.**	**Headteacher** **SBM**	The school has embraced digital communication, documentation, processes and systems wherever possible, reducing the need for printing. Interactive whiteboards, online learning platforms, and digital assessments further support a paper-light environment.	
Switch to an ethical bank Align your money and financial activities with your values. Sign up to Switch It Green and use their Green Banking Platform to find out what your current bank is funding and switch to a new green bank from the recommended list.	**Start: September 2025 Review: Annually.**	**Headteacher** **SBM**	As a local authority school, we are with Nat West Bank ethical actions in 2025.	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Offer a vegan / vegetarian option every day Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.	**Start: September 2025 Review: Annually.**	**Headteacher** **Bristol local authority**	Meals provided are: • Nutritionally balanced, meeting national dietary guidelines • Affordable, ensuring accessibility for all students • Sustainable, incorporating: • Seasonal and local produce • Reduced meat and dairy options • Minimal food waste practices The school may also engage in meat-free days or plant-forward menus	

Encourage caterer to arrange a menu consultation through external organisation, e.g. ProVeg If every child switched one meal from animal to a plant-based once a week that could save the typical primary school (300 students) over 20 tCO2e in an academic year!	**Start: September 2025** **Review: Annually.**	**Headteacher** **Bristol local authority**	Revise the school menu to include more plant-based, seasonal, and locally sourced options. Introduce "Sustainable Food Days" to promote awareness and reduce carbon footprint.	
Explain reasons for eating less meat during lessons, assemblies etc. **Promote plant-based menu options.** Aim to increase uptake of plant-based meals through pupil-led assemblies Classroom resources here	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	We are a values-based school that holds daily assemblies. Through our values we teach about respect for the environment, we will build this into our planning to ensure it is addressed.	
Have separate bins for food waste in the dining hall Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	The school has clearly labelled recycling stations across the premises for paper, card, plastics, and metals. Food waste is also separated and, where possible and collected by appropriate services to ensure proper disposal and recycling.	

WASTE				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Consider waste reduction projects Eg: Plastics: **https://kidsagainstplastic.co.uk/** Or become a **Plastic Free School**	**Start: September 2025** **Review: Annually.**	**Headteacher** **Bristol local authority**	Hillcrest Primary actively considers sustainability in its food provision by prioritising locally sourced, seasonal, and organic ingredients wherever possible.	

Switch from milk in tetrapacks: cool milk	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	Contracts with food suppliers are reviewed with environmental impact in mind, favouring those who demonstrate strong commitments to reducing food miles, packaging waste, and carbon emissions. The school encourages plant-based options and promotes balanced, nutritious meals that align with national healthy eating standards. Kitchen practices are regularly assessed to improve energy efficiency and reduce environmental impact.	
Ensure recycling bins are in all key areas e.g. classrooms, corridors, dining hall and staffroom and are labelled clearly Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly. Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub.	**Start: September 2025** **Review: Annually**	**Headteacher** **SBM**	The school has clearly labelled recycling stations across the premises for paper, card, plastics, and metals. Clear signage is in place, and new bins have been ordered for all locations of high volume.	

2. 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 to support wildlife Explore funding opportunities Finding funding | Education Nature Park Avoid pesticides and herbicides **Plant flowering grassland seeds, bulbs and plants**	**Start: December 2025** **Review: Annually.**	**Headteacher** **SBM**	Pupils are actively engaged through projects, campaigns and Forest Schools. The school fosters a culture of environmental responsibility, encouraging student-led initiatives like tree planting, recycling drives, energy audits, and climate action pledges.	

Increase planting (**microhabitats) to support wildlife** Increase **microhabitats** on site - bird/bat boxes, log piles, dead wood, bee posts are all low/no cost habitats that pupils can be involved in designing and creating **Provide food & water for wildlife – homemade feeders, growing sunflowers and leaving the seeds, increasing pollinator planting.**	**Start: September 2025** **Review: Annually.**	**Headteacher** **SBM**	Hillcrest Primary has previously taken part in **Free Trees for Schools and Communities - Woodland Trust** we will look to do this again next year **Tree Tools for Schools – Woodland Trust** Practical tools include planting planners and tree planting care and maintenance advice.	

3. 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 grounds audit using LtL tool for climate resilience Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds 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.	**Start: December 2025** **Review: Annually.**	**Headteacher** **SBM**	We will undertake this survey in the academic year 25 /26 with the Class MPs	
Build sheltered areas on playgrounds for heat resilience **Provide shelter and shaded outdoor space/seating areas for pupils to escape heat/extreme conditions**	**Start: December 2025** **Review: Annually.**	**Headteacher** **SBM**	Through our grounds audit we will look at opportunities to increase outdoor shaded areas in the playground	

WATER				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Raise awareness around water consumption and efficiency - make the most of free assemblies to engage and inform the school community **.**	**Start: November 2025** **Review: Annually.**	**Headteacher** **Subject Leaders / Class teachers /Support staff**	Contact Sue Goodland at Wessex Water in order to see if she is still delivering Water Wkshops in schools.	

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 lead with sufficient PPA and support Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.	**Start: September 2025** **Review: Annually.**	**Headteacher**	Bridget Norman – Headteacher is appointed sustainability lead. Claire Silver/Kim Lamb – Deputy Sustainability Leads A governor has also been appointed – Charlie Mercer	
Set up an eco-club for pupils to take leadership on issues Establish a student Eco Club. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	**Start: November 2025** **Review: Annually.**	**Headteacher**	Eco-cub will form part of the Class MPs remit. Each class has nominated one class MP who meet twice a term. Climate Change Action will be a standing item on every agenda.	

CURRICULUM				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change? - lead pupil voice sessions to find out what the children know about climate change, what they think they can do it and plan actions which they can support as part of class / whole school social action. Establish a student-led Eco Committee (through our Class MPs) that plans and leads sustainability initiatives, such as energy-saving campaigns, litter picks, or climate awareness events.	**Start: November 2025** **Review: Annually.**	**Headteacher**	Pupils are actively engaged through projects, campaigns and Forest Schools. The school fosters a culture of environmental responsibility, encouraging student-led initiatives like tree planting, recycling drives and energy audits.	
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability? -Develop a progressive learning pathway that outlines key sustainability and climate concepts to be taught at each key stage, ensuring age-appropriate depth and continuity. -Review whole curriculum to identify where sustainability/ climate action is visible and where it could be included within lessons	**Start: September 2025** **Review: Annually.**	**Headteacher**	Learning is age-appropriate and progressive, starting with basic concepts in early years and building to complex systems thinking in upper years. Lessons emphasise interconnectedness, human impact, and solutions.	

GREEN SKILLS AND CAREERS				
ACTION	**TIMEFRAME**	**STAKEHOLDERS**	**NOTES**	**TRACKER**
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	**Start: November 2025** **Review: Annually.**	**Headteacher**	School has contacted 'Nicki Schantz' the Southwest Climate Ambassador to arrange a meeting	
Students can calculate their carbon footprints Get students to learn what their environmental impact is via the WWF Footprint Calculator	**Start: December 2025** **Review: Annually.**	**Headteacher** **Computing Lead**	We will look to weave this into our Computing curriculum	
Provide opportunities within & outside for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	**Start: September 2025** **Review: Annually.**	**Headteacher**	**Identify resources from the Nature Park website to support sustainability delivery**	