

Climate Action Plan

Hannah Ball Academy

1 year plan Summer 2025 – 2026



Carbon baseline: ??? tCo2e Calculation: DD/MM/YY

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★ Actions marked with a star indicate actions we've identified for schools to align with The Park Federation Academy Trust Sustainability Strategy 2025-2030.

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	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>Start: Summer 2025</p> <p>Review: July 2025</p>	<p>Letitia, Jas and Felicity</p>	<p>Letitia signed up June 2025</p> <p>January 2026 - data submitted by Felicity</p> <p>February 2026 - results sent through</p>	
<p>Sign up to the Let's Go Zero campaign ★</p> <p>Add your school to the campaign demonstrating to the UK Government the demand and ambition for a more sustainability-minded education system</p>	<p>Start: Summer 2025</p>	<p>Letitia</p>	<p>Completed June 2025</p>	
<p>Appoint a sustainability lead with sufficient PPA ★</p> <p>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.</p>	<p>Start: Summer 2025</p> <p>Review:</p>	<p>Lorraine Machingauta</p>	<p>Completed June 2025</p> <p>Letitia is the lead</p>	
<p>Register with Eco Schools to start working towards Green Flag accreditation ★</p> <p>After working through the seven Eco-Schools steps during the academic year, schools can apply for an Eco-Schools Green Flag accreditation during the annual application window, open from 1st May to 31st July.</p>	<p>Start: Summer 2025</p> <p>Review:</p>	<p>Letitia</p>	<p>Registered in June 2025</p> <p>Working on Green Flag accreditation. On track to achieve this by the end of the 2025-2026 academic year.</p>	

1. Decarbonisation and Energy Efficiency

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

ENERGY – BUILDINGS & INFRASTRUCTURE

Actions in this category will be managed at a Trust level but keep the space below free so that you can record any infrastructure upgrades, retrofit technologies etc completed with the Trust's support as and when they are put into motion, to have them reflected as part of your academy's sustainability journey.

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
			Trust support with this section	

ENERGY – BEHAVIOUR CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Take part in a switch off campaign and incentivise students to address energy usage</p> <p>Create or join a Switch-Off campaign. Aim for a 10% reduction of energy use.</p> <p>Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes Have your students design 'switch-off' signs or stickers to display by switch panels around the school.</p> <p>Create switch-off checklists for the end of the day/week/term and school year.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	<p>Letitia and eco warriors</p> <p>All staff</p>	<p>Letitia and eco warriors are focusing on switching off lights when not in use and ensuring trolleys are on standby if not actively using them.</p> <p>Whole school is involved in actively turning off lights and equipment when not in use.</p> <p>Mark (premises) has a checklist that he uses before the end of each half term to ensure everything is switched off.</p>	
<p>Implement a power down strategy for electronic devices and appliances</p> <p>Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens, auto-power down protocols on school computers.</p> <p>Check every fridge, including the staffroom, and turn them off over holidays. Condense frozen food down to only 1 freezer to reduce base load during unoccupied periods and turn any others off.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	<p>Letitia and eco warriors and digital leads</p> <p>Premises</p> <p>All staff</p> <p>IT department</p>	<p>Letitia communicated with Mark to check everything is turned off over a break/holiday.</p> <p>Digital leads check laptops are in sleep mode when not in use. Computers go into powerdown mode when not in use - IT team has scheduled this.</p>	

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Switch to sustainably sourced paper ★</p> <p>Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) to reduce the impact of printing and make use of recycled or re-purposed paper where possible for classroom displays and crafts/activities.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	<p>Shelley</p>	<p>Moved from GLS and are using Herts.</p>	
<p>Reuse school uniform through a uniform exchange</p> <p>Set a target of reusing a specific number of uniform items each year. Include PE kit and outdoor gear for forest schools.</p>	<p>Start: Spring 2025</p> <p>Review:</p>	<p>Tania</p>	<p>Year 6 students or leavers are asked if they would like to donate their old uniform.</p> <p>Comms are shared with our parents about the uniform exchange.</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Start or improve composting and food waste facilities (onsite)</p> <p>Ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. put class monitors in charge of composting snack-time fruit waste.</p>	<p>Start: Summer 2025</p> <p>Review:</p>	<p>Mark</p> <p>Pabulum</p>	<p>Pabulum has a compost bin that we use to throw food away from lunch and breaktimes.</p> <p>We have a compost bin for the staff room.</p> <p>Food waste is collected weekly.</p>	
<p>Explain reasons for eating less meat during lessons, assemblies etc</p> <p>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.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	<p>Pabulum</p> <p>Letitia</p>	<p>Pabulum (catering team) created an assembly on this topic.</p> <p>An assembly was held on this topic, when we taught the topic 'Healthy Me' (spring 2 term), linking to our PSHE curriculum, and it was delivered by Pabulum to all of KS2.</p>	

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Explore and implement strategies for reducing paper consumption ★</p> <p>Consider implementing print-release systems and/or printer credit allowances to better understand how current paper usage can be made more sustainable and/or explore paperless platforms for curriculum use and digital portfolios where possible e.g. Showbie</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	All	<p>Aiming to use technology more so that less paper is needed.</p> <p>Google Classroom fully set up in October 2025 and CPD sessions held on how to use it. Other CPD sessions have been held on other IT tools such as online quizzes.</p> <p>Printers set to print in black and white, unless changed.</p> <p>Rizwan (governor) and Lorraine to decide on a printing policy/guide.</p>	
<p>Label bins clearly to support with behaviour-change and understanding</p> <p>You can work with your students to design signage for these, or Wastebusters have signs and you can access food waste bin labels on Guardians of Grub.</p>	<p>Start: Summer 2025</p> <p>Review:</p>	Mark	<p>All bins in classrooms are labelled (general waste and paper recycling). Bins in the cafe and staff room are labelled too. Termly checks are completed to ensure the labels are still in place.</p>	

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Conduct a staff and student travel survey and share the findings with parents ★</p> <p>This can be done as a simple 'hands up' survey in form time, using the CYC tool or resources from Sustrans as a guide. When you're ready to share the information, consider taking this opportunity to promote active travel options and to talk about the journey you're on to decarbonise the school and empower children to make planet-friendly choices.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	Letitia	<p>Letitia shared results with Shelley who emailed this to parents - July 2025.</p>	
<p>Implement a plan to reduce business travel ★</p> <p>Plan and aim to implement year on year reduction strategies in relative business car mileage travelled, and transition towards greater use of on-line meetings and training to reduce the necessity to travel.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	Lorraine	<p>Online meetings are always used as a preference. If multiple people attend a session, car sharing is used.</p>	

<p>Consider the carbon impact of school trips and identify local opportunities for educational visits ★</p> <p>Reduce the distance or investigate more sustainable travel options and make sustainability considerations part of your planning processes. Build relationships with local business to provide opportunities for educational school trips in your wider community.</p>	<p>Start: Spring 2025</p> <p>Review:</p>	<p>All teachers</p>	<p>More local trips are planned - walking routes. An overview has been created.</p> <p>Closer trips that use transport are planned.</p>	
<p>Run active travel campaigns</p> <p>e.g. Modeshift STARS. Participate in Active Travel Weeks: e.g. Living Streets, Big Walk & Wheel, Cycle to School Week.</p>	<p>Start: Autumn 2025</p> <p>Review:</p>	<p>Letitia</p>	<p>Letitia set up WOW challenge - monthly walking challenge.</p> <p>Letitia organised walk to school month.</p> <p>Letitia organised Bikeability for February 2026 (Y5/6) and Bikeability is planned for July (Y3/4).</p> <p>Letitia organised walk to school week (May 2026).</p> <p>Letitia booked Emma on 'Get cycling in schools' to support EYFS and KS1 children with learning how to ride a bike in school.</p>	

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
<p>Subscribe to receive heat health and flood alerts and write a heatwave policy ★</p> <p>Subscribe to the UKHSA Heat-health Alert service. Familiarise your staff with DfE guidance on hot weather. Check your flood risk and subscribe for flood warnings if needed.</p> <p>Write a heatwave policy to make practice clear and consistent to communicate and implement. It might include school dress code, passive ventilation measures, PE lessons, hydration, sunscreen, outdoor learning etc. Refer to the DfE guidance on hot weather. Consider adopting the joint union heatwave protocol including short, medium and long term measures.</p>	<p>Start: Autumn 2024</p> <p>Review:</p>	<p>Lorraine</p> <p>Jas</p>	<p>HBA is subscribed to Bucks weather notifications.</p> <p>Heatwave policy to be written.</p>	
<p>Ensure staff understand how to cool their rooms</p> <p>Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. The gov.uk guidance on natural ventilation in the home applies equally well to classrooms!</p>	<p>Start: Summer 2025</p> <p>Review:</p>	<p>SLT</p>	<p>In the warmer months, tips/strategies will be shared (staff bulletins).</p>	

WATER

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Implement a water usage policy ★ Create and communicate a water usage policy to reduce water wastage. Consider assigning tap monitors and encouraging students to lead on designing and implementing signs or stickers at point of use to turn off-taps that don't have a self-closing mechanism.	Start: Autumn 2025 Review:	Lorraine / Jas	Policy to be written - Lorraine has emailed Jas for a Trust Wide policy.	
Raise awareness around water consumption and efficiency See if your water provider has an education team or free resources for schools or check out WaterWise	Start: Autumn 2025 Review:	Letitia Teachers	Letitia has put two posters in the staffroom - one about the dishwasher and kettle water usage. Letitia met with the eco warriors and displayed turning the tap off posters in the children's bathrooms.	

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
Enrol with The Nature Park (NENP) ★ Get your school grounds added to the NENP map, embed nature-based learning in the curriculum and give students skills and agency in learning how to improve their site for people and wildlife.	Start: Summer 2025 Review:	Letitia Maria	Completed June 2025 Maria completed the mapping exercise with the gardening club for NENP during the Autumn term.	
Establish a gardening or nature club Register with the RHS Campaign for School Gardening and receive a free welcome pack containing seeds and growing resources.	Start: End of Autumn 2025 Review:	Maria	Maria runs this club (Autumn and Spring term). Mark is running the club in the Summer term.	

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
<p>Have staff attend termly Trust-wide meetings to share good practice ★</p> <p>Encourage and support your sustainability lead or another nominated staff member to attend termly network meetings to share good practice in embedding sustainability across the Trust</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review:</p>	<p>Letitia</p>	<p>Letitia attended Let's Go Zero Webinar: HELP! I'm Sustainability Lead - now what..?!</p> <p>Letitia attended: Waste Less, Save More: Practical Actions for Sustainable Schools and Future-proof your pupils! In November 2025 and February 2026</p> <p>Letitia and Lorraine have joined Trust wide meetings for sustainability throughout the year.</p>	
<p>Identify opportunities to build relationships with the wider community inc. councils and eco groups ★</p> <p>Build and enhance relationships with sustainability teams in local councils and local authorities. Identify local/community environmental groups with which to share knowledge and experiences. Local wildlife trusts and regional or town/city-based groups, such as Transition Towns networks, SDG networks and similar are good places to begin looking.</p>	<p>Start: <i>Summer 2026</i></p> <p>Review:</p>	<p>Lorraine</p>	<p>The school has a long standing relationship with Chiltern Rangers and engagements for 2025/2026 are underway.</p> <p>Connection to Woodland Trust - won a community tree pack (trees arrived in March 2026).</p>	
<p>Set up an eco-council and/or assign sustainability representatives on your student council for pupils to lead on sustainability issues ★</p> <p>Establish an Eco Council and/or consider co-creating an 'eco charter' with your existing school council to implement, identifying personal pledges to work towards the target as a collective and ensuring student voice on sustainability is consistent and embedded</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review:</p>	<p>Letitia</p>	<p>Letitia set up and is leading this group of children. Meetings are held twice per half term. Meeting notes are recorded.</p> <p>Eco charter created in Autumn 1 and shared with the whole community.</p> <p>Autumn 2 - children were involved in 'cut your carbon'.</p> <p>Spring 1 - children were involved in Bag2School.</p> <p>Spring 2 - children supported with planting Woodland Trust Trees.</p>	
<p>Appoint a sustainability-focused governor</p> <p>Appoint a link governor who will work directly with the Sustainability Lead(s) and working group to deliver the Climate Action Plan.</p>	<p>Start: <i>Autumn 2025</i></p> <p>Review:</p>	<p>Lorraine</p>	<p>Appointment took place in September 2025 - Rizwan Khan.</p>	

CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Create an environment where lessons can be taught outside in all subjects to support health and wellbeing ★</p> <p>Improve outdoor learning by setting up regular opportunities to learn in nature. You can get support and advice from the Forest School Association, Learning Through Landscapes or the Nature Park.</p>	<p>Start: <i>Spring 2026</i></p> <p>Review:</p>	<p>Teachers</p>	<p>All teachers are aware that lessons or activities can be taught outside.</p> <p>Outside areas are kept well for learning opportunities.</p> <p>More reminders will go out when the weather improves too. A timetable will be created and shared for the use of the outdoor learning environment.</p>	
<p>Complete a curriculum audit & incorporate sustainability</p> <p>The Climate Education Toolkit includes a free curriculum mapping tool you can use for this.</p> <p>Teach the Future and MoEE have amazing resources on how to link the curriculum to sustainability.</p>	<p>Start: Spring 2026</p> <p>Review:</p>	<p>Letitia / Lorraine</p> <p>Teachers</p>	<p>Letitia sent a document to audit current curriculum links to sustainability. Document completed at the end of the Autumn term.</p>	

GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Provide opportunities for all students to take a lead on sustainability issues</p> <p>Aim to develop initiatives that make it possible for <i>all</i> students to engage and lead on sustainability projects somewhere in their school journey. This may be through other climate actions you've already selected, e.g. student-led switch-off, food waste or plastics reduction campaigns, NENP habitat mapping, establishing eco-clubs etc.</p>	<p>Start: Spring 2026</p> <p>Review:</p>	<p>Letitia / Lorraine</p> <p>Teachers</p>	<p>NENP habitat mapping is taking place with Maria's gardening club.</p> <p>Established an eco pupil leadership group.</p> <p>All students actively engaged in the WOW challenge.</p> <p>All students engage in the walk to school months and weeks.</p> <p>All students participated in 'cut your carbon' month.</p> <p>Children participated in Bag2School in January and has been rebooked for July.</p>	

Forward Planning

Actions to keep in mind for future Climate Action Plans

ACTIONS FOR FUTURE CAPS					
PILLAR	ACTION	PILLAR	ACTION	PILLAR	ACTION
	<p>Make a note of or copy and paste your action here</p> <p>And the information that goes with it – or a note about what else needs to happen first before you can pursue this</p>		<p>Anything else we want to do?</p>		



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