

# Rotherhithe Primary Climate Action Plan

1 year plan Autumn 2025 – 2026



Progress Key
Not Started
In Progress
Stalled
Complete

★ = high carbon reduction actions

## Climate Action Plan history

Last reviewed:

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Participate fully in Green Schools Project</b> Use the programme to help to embed climate education into the curriculum and the culture of your school.	<b>Start:</b> <b>November 25</b>	<b>AM/LC</b>  <b>NH &amp; PS (class teachers)</b>	Green School Project timetabled for Spring term 26.  Training has been received by CT and SLT	<b>In Progress</b>
<b>Set up a sustainability working group</b> Assemble a working group featuring different stakeholders across the school to collaborate and effect change.	<b>Start:</b> <b>November 25</b> <b>Review:</b>	<b>Alex Montgomery &amp; Lisa Christiansen</b>	Pupils are involved in leading sustainability actions for the school. Including gardening ambassadors, science ambassadors and the school council – eco leads.	
<b>Add sustainability plans, projects and successes to your school website and share through wider communications</b> Celebrate your school's climate action on your website, in newsletters, social media, and events to showcase your successes and involve the wider community.	<b>Start:</b> <b>November 25</b> <b>Review:</b>	<b>Lisa and Alex</b>  <b>Tony – Frootes Media</b>	Events are being advertised on the school blog and in the newsletter.  Use the Let's Go Zero comms for additional ideas.	

# 1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Incentivise students to address energy usage</b> Proactively engage and empower the student council and ambassadors 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 by accessing school Energy Hub promotion on <a href="#">LASER Energy</a> with a <a href="#">School Energy Action Hub</a> . Children to add signs to remind others to turn off lights and power down computers as visual reminders.	<b>Start: Spring term 26</b> <b>Review:</b>	Lisa Alex Year 5 children and teachers		
<b>Take part in a switch off campaign</b> Take part in a switch off campaign, e.g. <a href="#">Switch Off Fortnight</a> . Aim for 10% reduction of energy use (the typical amount saved by participating schools). Run the campaigns before the holiday period (such as a summer switch-down) which can lead to reduced energy use over the holiday period.	<b>Start: Summer term 25</b> <b>Review:</b>	Alex and ambassadors		
<b>Implement a power down strategy for electrical devices and appliances</b> Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers and lights, Review with Concero power down actions in place on computers. Look into whether whiteboards and projectors could have a shutdown mechanism added to the operation, including the projector in the hall. Consider the possibility of using a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	<b>Start: September 25</b> <b>Review:</b>	Concero Lisa		

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Arrange a menu consultation through an external organisation e.g. <a href="#">Healthy School Food Matters</a></b></p> <p>Review the menu and school food policy with Healthy School Food Matters in light of sustainability but also health. Review lunch products. E.g switching vanilla ice cream to a fruit sorbet. 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.</p> <p>CPD for all staff and assembly for children. Parent coffee morning.</p> <p>Taste Ed sessions for cautious eaters.</p>	<p><b>Start:</b> <b>Summer 25</b> <b>Review:</b></p>	<p><b>Lisa</b></p> <p><b>Conor</b></p> <p><b>Alex</b></p> <p><b>Kealan</b></p>		
<p><b>Increase the number of planet friendly, meat-free options on offer every day</b></p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p> <p>Consider additional menu options for the food nutritionist and discuss with Chartwells.</p>	<p><b>Start:</b> <b>September 25</b> <b>Review:</b></p>	<p><b>HoS with catering company</b></p>		
<p><b>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</b></p> <p>Get your students involved in monthly or weekly weigh-ins of food waste. Ambassador activities to enhance their understanding of the scale of food wastage. Feed findings back to your Chartwells and catering staff to make necessary changes to dishes/menu. Sharing the results</p>	<p><b>Start:</b> <b>September 25</b> <b>Review:</b></p>	<p><b>Alex to lead on this with Sola</b></p>		

with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.				
<b>Start or improve composting and food waste facilities on-site</b>  Set up or improve composting for small items like snack-time fruit, as a supplement to your main regular food waste collection. Gardening ambassadors to collect food waste bins from classes and compost the contents. They have discussed the use of worms to help speed up the decomposition and aerating the compost.  Work with the kitchen to compost some food waste.	<b>Start:</b> <b>September 25</b> <b>Review:</b>	<b>Alex to lead with ambassadors</b>		

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Reduce branding on uniform and other school items</b>  Reduce the number of items that require school brand or special school colours, and/or set clothing procurement CO <sub>2</sub> limits on embroidery and personalisation.  Review whether the branded items could be reduced further. Children to prepare explanation of the sustainable advantages to present to the EH.	<b>Start:</b> <b>September 25</b> <b>Review:</b>	<b>School Council – to present to EH</b> <b>Kealan to organise</b>	Personalised branded uniform is available in school for sale. However, plain uniform jumpers are also permitted.	
<b>Factor in energy efficiency when buying new equipment such as ovens, fridges, kettles etc.</b>  Ensure that cost is balanced against the efficiency rating of electrical appliances to compensate upfront cost with running cost and longevity, e.g. Choosing only appliances that are the highest efficiency rating for that product.  This is likely to be an ongoing target. Discuss with SBM and finance assistant– so if any items need replacing	<b>Start:</b> Spring 25 <b>Review:</b>	<b>School council to present to SBM</b>		

she consider sustainable energy rating when selecting electrical purchases.				
---	--	--	--	--

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p><b>Carry out a bin audit to ensure mandatory recycling requirements are being met</b></p> <p><a href="#">New mandatory waste regulations</a> require all <a href="#">dry recycling</a> and <a href="#">food waste</a> to be separated from general waste. To do this effectively, carry out a bin audit to review location, internal and external capacity, and labelling. Your CAA can provide a bin audit toolkit with label templates.</p>	<p><b>Start: Spring term 26</b> <b>Review:</b></p>	<p><b>School Council with Khalid</b></p>		
<p><b>Provide students with education on the importance of reducing, reusing and recycling correctly</b></p> <p>Teach students about the waste hierarchy: '<i>Reduce -&gt; Reuse -&gt; Recycle</i>' through a variety of assemblies, workshops and initiatives. Use calendar events such as World Environment Day and Oceans Day to encourage children to reduce, reuse and recycle. Children to lead and assembly around sustainability. Promote message to parents within newsletters. Year 5 curriculum Spring term to focus on Green Schools Projects - climate change education. Children to develop projects to promote message e.g, book swap.</p> <p>Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as <a href="#">Wastebuster</a> and <a href="#">Recycle Now</a> have a variety of curriculum-linked resources.</p>	<p><b>Start: September 25</b> <b>Review:</b></p>	<p><b>HoS</b></p> <p><b>Year 5 teacher to organise projects.</b></p>		

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

<p><b>Run active travel campaigns</b></p> <p>Participate in annual Active Travel Campaigns. E.g. Living Streets' <a href="#">Wow campaign</a> and Sustrans' <a href="#">Big Walk and Wheel</a>).</p> <p>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 providing scooter and bike parking.</p> <p>Safety Awareness week to encourage sustainable forms of travel. Air pollution awareness with the police in groups – children to in groups look at traffic control with the police.</p> <p>Independent travel bus – to support safety when travelling independently.</p>	<p><b>Start:</b> <b>September 25</b> <b>Review:</b> <b>Summer 26</b></p>	<p>HoS to schedule events throughout the year.</p> <p>Kealan to promote in EY</p> <p>Ambassadors with support from Alex to support through competitions/ surveying children and adults.</p>		
<p><b>Develop an active travel plan</b></p> <p>Create and implement a travel plan which supports cycling, walking and other forms of sustainable travel. Renew accreditation by adding active travel promotions to TFL website.</p> <p>Example activities: Road safety awareness, assemblies, bikeability, EY curriculum teaching, hands up survey.</p>	<p><b>Start:</b> <b>September 2025</b> <b>Review:</b> <b>Summer 26</b></p>	<p>HoS</p> <p>Kealan and Alex</p>		
<p><b>Provide cycle proficiency lessons in school</b></p> <p>Host cycling proficiency lessons in our school grounds, such as <a href="#">Bikeability</a>.</p>	<p><b>Start:</b> <b>Summer term 26</b>  <b>Review:</b></p>	<p>Kealan to organize.</p>		
<p><b>Install EV charging points</b></p> <p>Install EV charging points in your car park for staff or parents and charge for usage. Electric bus point added.</p> <p>Explore with NEST whether staff will be able to access EV charging points in the future.</p>	<p><b>Start: Sep 25</b> <b>Review:</b></p>	<p>Ambassadors to write to the CEO of NEST</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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Conduct a climate resilience audit</b> Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. Use <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	<b>Start:</b> Spring 26 <b>Review:</b>	Ambassadors  Khalid  Alex to support		

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Raise awareness around water consumption and efficiency</b> Attempt to engage with Thames water company to consider what education support they can provide around understanding water consumption and how to do this efficiently. This may include assembly sessions and hopefully a visit to our school.	<b>Start:</b> Summer 26 <b>Review:</b>	Year 6 project post SATS – Alex to lead.		
<b>Install water butts to harvest rainwater</b> Investigate use of water butts to capture rainwater to use on plants and grounds around school – and help reduce water flow in heavy downpours whilst saving mains water. See if anyone is providing free resources and the potential of these with the school building.	<b>Start:</b> Summer 26 <b>Review:</b>	Year 6 project post SATS – Alex to lead.		



### 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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<p><b>Take part in <a href="#">The Nature Park</a></b></p> <p><a href="#">The Nature Park</a> 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.</p>	<p><b>Start:</b> Spring/Summer 26 <b>Review:</b></p>	<p><b>Year 5 teachers with ambassadors and Alex</b></p>		
<p><b>Establish a gardening/nature club</b></p> <p>Develop the gardening and/or nature club for pupils. Club leaders to consider how other children can be involved in the club (run activities around nature for younger children).</p> <p>The club can support the delivery of Forest School for SEND children.</p>	<p><b>Start:</b> Summer 26 <b>Review:</b></p>	<p><b>Alex and Ambassadors</b></p>		
<p><b>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels'</b></p> <p>Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Apply for any grant funding that is available for this,</p>	<p><b>Start:</b> <b>Review:</b></p>	<p><b>Alex/Laura – work with Forest school to consider any additional purchases like bird feeders.</b></p>		

## 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
<i>Recommended actions listed below – during the workshop, keep or delete rows to suit your setting; or add in your own actions in blank rows</i>				
<b>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</b>  Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.  Consider the branding of the club e.g. warriors, ambassadors etc.	<b>Start: Spring 26</b> <b>Review:</b>	<b>Alex to lead</b>		
<b>Provide CPD opportunities for staff on sustainability</b>  Green Schools Project collaboration. Year 5 and HoS to attend training. Schedule and deliver the CPD sessions in Spring term regarding sustainability and climate teaching.  Investigate additional CPD opportunities for staff, e.g. <a href="#">Carbon Literacy Training</a> , <a href="#">Climate Fresk</a> .	<b>Start: September 26</b> <b>Review:</b>	<b>Alex, HoS and AHT – NH to collaborate regarding this.</b>		

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Amend your curriculum to incorporate sustainability</b>  Amend the curriculum to include stronger links to climate change and sustainability.	<b>Start: Spring 26</b> <b>Review:</b>	<b>Alex to lead on this</b>	Science curriculum for year 5 has been adapted to include Green School's Project curriculum.	

Explore Kapow and the following links: <a href="#">Teach the Future</a> , Royal Meteorological Society ( <a href="#">Curriculum for Climate Literacy</a> ) and the <a href="#">MoEE</a> re resources.				
<b>Survey staff on how they feel about teaching sustainability issues</b>  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 <a href="#">template survey</a> you can use.	<b>Start: Spring term 26</b> <b>Review:</b>	<b>HoS to lead during CPD training for staff</b>		

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<b>Provide opportunity for all pupils to take leadership on sustainability</b>  Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	<b>Start: September 25</b> <b>Review:</b>	<b>Alex to lead</b>		



[www.letsgozero.org](http://www.letsgozero.org)

Ashden is registered in England and Wales as a company limited by guarantee.  
 Registered number: 05062574/ Charity number: 1104153  
 The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP