

## WANDLE LEARNING TRUST TEMPLATE: CLIMATE ACTION PLAN

### 1. SITE DETAILS

Site Name	Thomson House Primary School
Date Last Updated	September 2025
Action Plan Owner	Jackie Sanders, Headteacher

### 2. SUMMARY

This Climate Action Plan (CAP) outlines how Thomson House School will work to embed sustainability into every part of our educational setting. The school recognises the impact of climate change on education settings and our CAP is produced in line with the Department for Education's (DfE) [guidance](#):

The action plan is split into the four categories:

1. **Climate Education** - Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.
2. **Decarbonisation** - Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.
3. **Adaptation and Resilience** - Resilient to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.
4. **Biodiversity** - A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.

### 3. KEY INDIVIDUALS AT SITE

Name	Role	Energy Management Responsibility
Robert Bayliss	Premises Manager	Responsible for monitoring the physical environment and building systems; and ensuring actions are taken to reduce energy consumption.
Jackie Sanders	Headteacher	Responsible for ensuring the action plan is supported and prioritised across the DfE's four main pillars. Ensuring the plan reaches across all areas of the school.
(insert nominated person)	School Sustainability Lead	Provide the drive and commitment to deliver the school's CAP

### 4. WHAT GOOD PRACTICE LOOKS LIKE AT THOMSON HOUSE

- ✓ Energy management is discussed by staff at team meetings and embedded throughout the curriculum with science and geography providing strong foundations and other subjects such as literacy, maths and art reinforcing environmental themes.
- ✓ Energy performance is analysed, reported and communicated - A pupil-led **Green Team**, comprising representatives from each year group, meets termly to plan and deliver projects, lead assemblies, and run awareness campaigns, ensuring strong pupil voice and leadership. Pupils receive training and opportunities to engage with local environmental organisations, enhancing their leadership skills and community impact.
- ✓ Each year, children attend the ECO conference to explore new sustainability initiatives and bring back ideas to strengthen our commitment to environmental education.
- ✓ Staff have engaged in professional development focused on climate education, enabling them to integrate sustainability themes effectively across the curriculum.
- ✓ Staff and pupils are engaged with and are responsible for local energy consumption – by actively participating in school-wide recycling initiatives and energy-saving campaigns, supported by a dedicated Sustainability Lead who coordinates these efforts and liaises with staff, the Trust's Estates Team, and external partners.
- ✓ Lights and equipment are switched off when areas are not in use, not just at the end of the day.
- ✓ Comfort conditions are maintained in an energy efficient manner

## 5. SIGNIFICANT ENERGY USERS AT THOMSON HOUSE

Significant energy users are the pieces of equipment and behaviours that use the most energy. These should be identified by reviewing the equipment you have on site, using the Energy Handbook provided and consulting key site personnel. Ratings should be based on **High** (those that are the highest energy consuming), **Medium** and **Low**.

Rating	Significant User	Location	Variables that May Affect Significant User?	Control Measures
H	Heating and cooling	Site Wide	<ul style="list-style-type: none"> <li>• Outside temperatures – heat gain to classrooms</li> <li>• System temperature settings</li> <li>• Building fabric and set up</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature and time adjustment on BMS and AC</li> <li>• Improved BMS system (old units in place); old inefficient boilers</li> <li>• Doors and windows kept closed in winter</li> </ul>
H	Lighting	Site Wide	<ul style="list-style-type: none"> <li>• Forgetting to switch off when leaving a room</li> <li>• Lack of investment in LED lighting</li> <li>• Lack of motion controls/timed external lights</li> </ul>	<ul style="list-style-type: none"> <li>• Posters and reminders to switch off</li> <li>• New, more efficient controls to lights and change to LEDs</li> </ul>
H	Small power system	Site Wide	<ul style="list-style-type: none"> <li>• Forgetting to switch off PC's and smart technology</li> <li>• Use of additional heaters and other equipment</li> <li>• Reliance on air con and fans for cooling in summer</li> </ul>	<ul style="list-style-type: none"> <li>• Posters and reminders to switch off</li> <li>• New, more efficient technology</li> <li>• Encourage natural cross ventilation</li> </ul>

## 6. PROJECTS & ACTIONS – GETTING STARTED

Tables should be filled out with the **projects that you have identified to reduce energy use** on site.

In the **Status** column - use Red, Amber or Green (**R, A or G**) where Red indicates a project has not yet started; Amber indicates a project is progressing; and Green indicates completion. Please add more rows as required.

Category	Action	Status	Lead	Impact	Partners or support	By When
Climate Education	Appoint a sustainability lead	G	Headteacher	Appoint a sustainability lead in line with the expectations in the <u>DfE's Sustainability and Climate Change Strategy</u> .	LAC	Jan 2026
Climate Education	To provide environmental visits that focus on sustainability.	A	Educational Trips Lead	Enabling pupils to experience local areas of environmental importance, such as the River Thames, Mortlake Green, the Wetlands Centre, puts environmental education in a local and real-life context.	LAC	On-going through terms
Climate Education	Regular assemblies and behaviour campaigns (light off, reducing single-use plastics)	G	Geography Lead and Green Team	Improve awareness of pupils on specific issues related to Sustainability	School timetable	School diary setting for 2026/27
Climate Education	Sign up to the <u>Let's Go Zero</u> campaign	R	Headteacher	Joining this campaign confirms we are acting now to reduce our carbon impact.	Trust Central Team	Jan 2026
Climate Education	Calculate our carbon footprint using <u>Count Your Carbon</u> using the free digital tool.	R	Green Team	Provide real examples of energy use in relatable contexts. Allow visibility over time of impact of variables on usage.	School Improvement Team	Jan 2026
Climate Education	Sign up to <u>Energy Sparks</u> To access energy monitoring tools in pupil friendly ways	R	Sustainability Lead	Take part in practical projects (clean ups, planting) – imbedding real work impact.	Local Groups	March 2026
Climate Education	Explore food growing and composting projects to include pupil-led initiatives and integrate with curriculum	A	Sustainability Lead and Green Team	Deepens pupil engagement with sustainable food systems and waste reduction, enhancing practical environmental skills	Caterer	No

Category	Action	Status	Lead	Impact	Partners or support	By When
Climate Education	Install features such as insect hotels, bird and bat boxes, and native plantings to increase habitat variety	A	Premises Manager/Lions Den	Increases biodiversity on site, supports pollinators and other wildlife, and enriches outdoor learning environments	Sustainability Lead	Minimal
Climate Education	Collaborate with local biodiversity projects and conservation organisations for joint initiatives, workshops, and habitat restoration activities	R	Sustainability Lead and Green Team	Builds community partnerships, provides expert knowledge, and offers pupils real-world conservation experience	<a href="#">The Nature Park</a> to embed nature-based learning in the curriculum	On-going

Category	Action	Status	Lead	Impact	Partners or support	By When
Adaptation and Resilience	Conduct a climate resilience audit			Conduct a climate resilience audit of the school site, e.g. To check all windows and blind open and close, guttering, planting etc. <a href="#">The Climate Ready School Grounds survey</a> from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.		
Adaptation and Resilience	To provide disaster recovery content for emergency planning	A	Head of Estates	Provide an assessment of flood risk, heat stress, extreme weather, to promote resilience of school community	LAC's	Easter 2026
Adaptation and Resilience	To install shade-providers in Sheen Lane playground.	A	Premises Manager	Increase the number of shaded areas to provide comfort for users	Contractor	Easter 2026

<b>Adaptation and Resilience</b>	Monitor and manage water use efficiency, including installation of water-saving devices and regular audits	<b>R</b>	Premises Manager	Reduces water consumption and costs, supports drought resilience	Head of Estates	March 2026
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Category	Action	Status	Lead	Impact	Partners or support	By when
<b>Biodiversity</b>	Take part in <u>The Nature Park</u>			<u>The Nature Park</u> 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.		

Category	Action & Impact	Status	Lead	Impact	Partners or support	By when
<b>Decarbonisation</b>	Replacement of traditional existing light fittings with LED	<b>R</b>	Head of Estates	Energy and maintenance bills reduced. Improved lux levels to site.	Surveys and contractor input	Capital plan 2026
<b>Decarbonisation</b>	Installation of photovoltaic panels	<b>R</b>	Head of Estates	PV system will be utilised for exporting energy to the grid and allowing for reduction in draw from the supplier.	Feasibility and Contractors	Capital plan 2026
<b>Decarbonisation</b>	Replacement of gas fired boilers with modern units or ASHP's	<b>R</b>	Head of Estates	Reduction in gas consumption, improved efficiency	Asset Register and life cycle plans.	Capital plan 2026
<b>Decarbonisation</b>	Installation of Thermostatic Radiator Valves	<b>R</b>	Premises Manager	Keep rooms to a set temperature and prevent overheating	Feasibility and Contractors	Capital plan 2026
<b>Decarbonisation</b>	Reduction of heat gain from glazing in modular building	<b>R</b>	Premises Manager	Reduce the need for additional cooling by limiting solar gain from exposed glazed elevations – solar film, blinds, etc.	Feasibility and Contractors	Capital plan 2026
<b>Decarbonisation</b>	Upgrade single glazed windows to reduce drafts and heat loss	<b>A</b>	Head of Estates	Improved thermal efficiency	Feasibility and Contractors	Capital plan 2026
<b>Decarbonisation</b>	Prioritise low carbon procurement and travel options	<b>A</b>	Headteacher	Travel plan and links with TfL to promote sustainable travel modes	TfL and Estates supplier reviews	March 2026
<b>Decarbonisation</b>	Ensure all meters are converted to smart meters	<b>A</b>	Premises Manager	This is an important first step to get data to track consumption, and needed before you can sign up to energy usage platforms e.g. Energy Sparks	Utility Supplier	Easter 2026

Category	Action	Status	Lead	Impact	Partners or support	By When
<b>Behaviour Change</b>	Take part in a switch-off campaign	A	Sustainability Lead and Green Team	Develop habits of switching off lights, IT equipment	Monitor energy drop aiming for 10%	March 2026
<b>Behaviour Change</b>	Instruct staff on best practice heating and cooling strategy	A	Premises Manager	Staff follow clear instructions on how to manage heating in their classrooms e.g. know where TRV's are or how to control their classroom thermostat, when to open windows and how to be proactive rather than reactive to overheating issues.	Headteachers and posters.	February 2026
<b>Behaviour Change</b>	Ensure all spaces have segregated bins for relevant waste streams	A	Sustainability Lead and Green Team	Optimise recycling from school and minimise contamination/landfill	Procurement	March 2026

## 7. CONCLUSIONS

This Action Plan will be updated termly, and performance will be tracked and monitored.

Thomson House is an outstanding primary school in a location that offers easy access to nature.

The teaching staff look to empower learners with the knowledge, skills, values and agency to make informed decisions and take responsible actions to adapt and mitigate the impacts of the climate crisis by acting as agents of change.