

Climate Action Plan

Iqra Primary School

1 year plan – February 2026



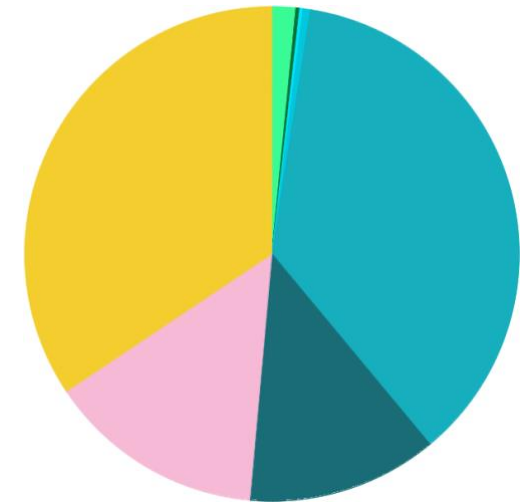
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Your school's carbon baseline: 739.36 t CO₂e **Calculation:** February Year

Notes: *These figures are to be used as an indicative estimation.*

Operational area	Scope	Emissions area	tCO ₂ e	%
Energy, Waste & Water	1	● Fuel	9.98	2%
	2	● Electricity	0	0%
	3	● Waste	0.08	<1%
	3	● Water	1.16	<1%
Transport	1	● School vehicles	1.08	<1%
	3	● School trips	3.01	<1%
	3	● Student commuting	236.53	36%
	3	● Staff commuting	80.83	12%
Food	3	● Food	91.8	14%
Purchasing & Uniform	3	● Purchasing	224.6	35%
	Out-of-scope	● Uniform *	90.29	n/a



Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	
★ = high carbon reduction actions	

Overall projected carbon savings: 2% - 7%

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.	Start: sept 2025	Lead person: Rachel Relf		
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 and gives you a baseline against which to measure progress, year on year.	Start: 03/02/2026 Review: February 2027	Lead person: J Dhanda	Your current carbon score is 739.36 t CO2e per year. 7 of 21 actions in your CAP will result in an estimated 2%–7% reduction in our total emissions. Target to perform a follow-up calculation in one year to measure our success.	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: June 2026 Review: July 2028	Lead person: M Munir Stakeholders: School community Local community	Page created and is live.	Complete
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	Start: December 2025	Lead person: J Dhanda	Sustainability Lead – Jaswinder Dhanda Members in working Group: Rachel Relf – Bursar Muqi Munir – Deputy/ Curriculum Lead Junaid Khan – Site Controller Eco – Warriors (Children from KS2)	Complete

the title of 'Sustainability Lead' and where possible provide PPA time for this role.				
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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
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). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: Feb 2026 Review: Feb 2028	Lead person: J Dhanda Stakeholders: School community	Carbon saving potential 0.5-1% Eco-schools – JD to check for any Linked campaigns. (between march – July) NATIONAL SWITCH OFF CAMPAIGN November 2026	In progress
Access support from your local Net Zero Hub Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School Business Managers, Operational and Estates staff can access free advice and guidance on a variety of decarbonisation projects, including acquiring Heat Decarbonisation Plans, exploring solar potential and preparing for upcoming governmental grants.	Start: 14/01/2026 Ongoing	Lead person: Rachel Relf	In contact with Molly Gregory from the hub to address ongoing heat pump and boiler issues – following up (Email communication on 14/1/26) Rachel to follow up. 26/2/26 no further funding/ expertise we can use to investigate the ground pump. School will continue with its own investigations- already looking into replacing the heating systems so reverting back to original plan. (budget depending)	Complete

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.	Start: Feb 2026 Review: Feb 2028	Lead person: J Dhanda Stakeholders: Pupils Staff Parents	Spring term: Year 6 (PSHE) food and body image (SMSC Question) Summer 1 – assembly led by JD/ECO warriors on reducing food waste Summer 2 – Revamp year 5 trade unit to implement eating less meat (omissions)	In progress
Run a campaign to reduce plate waste from pupils Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started.	Start: May 2026 Review: May 2027	Lead person: J Dhanda Stakeholders: Pupils Staff	Carbon saving potential <0.5% Summer 1 – linked to assembly from previous action – Eco warriors to keep a weekly log (3 weeks) show results on a bar graph and share in assembly in Summer 1 week 5	In progress

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run waste/plastic reduction initiatives or campaigns with pupils and staff Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.	Start: May 2026 Review: May 2028	Lead person: J Dhanda Stakeholders: school community	Carbon saving potential <0.5% Summer 2: Eco-warriors carry out types of bottles used by pupils across whole school. Summer 2: Promote refillable bottles – assembly led by Eco-warriors (plastic waste effects animals/sea life/birds etc)	In progress

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Develop your uniform exchange and extend existing reuse practices.	Start: Feb 2026	Lead person: J Dhanda	Carbon saving potential 1-3%	In progress

Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!	Review: Feb 2028	Stakeholders: Pupils Staff Parents	Spring 2 – 25 th Feb – meet eco warriors – share uniform shop news – give them the details and they design posters. Best one sent out to whole school. (voluntary contribution, washed uniform, exchange?) Summer 1 (July) – Eco warrior uniform Shop. Autumn 2 (Dec) - Eco warrior uniform Shop.	
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Develop an active travel plan Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.	Start: Review:	Lead person: J Dhanda		
Install EV charging points Install EV charging points in your car park for staff or parents and charge for usage.	Start: Feb 2026 Review: July 2028	Lead person: Rachel Relf	Carbon saving potential 0.5-1% In contact with Helen Purssord regarding EV charging ports. If fully funded, we can go ahead with installing them. (email communication 4-5 th Feb 2026) 26.2.26: Helen from Barkers emailed: iqra is on the list to scope, will be in contact with Amelio who will come in to carry out survey. DfE will issue funds once they've scoped. Awaiting further information from company. July 2026 EV charging points installed and in use.	Complete

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
Complete installing measures in classrooms/offices to prevent overheating 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.	Start: Feb 2026 Review: Feb 2028	Lead person: Rachel Relf	Rachel will email Chanodi regarding possible grants for the awnings. (By the end of Feb.) 26.2.26: no funding available. Its up to the school, budget permitted, as and when the school can action this.	Stalled

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Monitor water usage on a regular basis Monitor your water usage on a regular basis by assessing water bills or by getting a water meter (similar to a smart energy meter but for water). Use the findings to inform any changes that can be made to improve efficiency (i.e. low flow taps) and compare the before/after benefits of any solutions installed.	Start: Feb 2026 Review: Feb 2028	Lead person: Rachel Relf Lead Person J Dhanda	Carbon saving potential <0.5% Rachel to timetable a meter reading in for every month. Junaid will log these on official tracker 26.2.26 Excel spreadsheet in place to monitor water usage on monthly basis. First reading will be taken in Feb. Eco assemblies on water usage	In progress
Install mechanisms to reduce water wastage At the end of life ensure that taps are replaced by push press mechanisms to reduce water wastage or install low-flow attachments. As and when your existing taps and toilet flushes approach their end of life, ensure that the replacements include flow reduction measures to save as much water as possible, e.g. smaller cisterns or	Start: Feb 2026 Review: June 2028	Lead person: Rachel Relf	Carbon saving potential <0.5% Feb 2026: Preliminary discussion started between Business Manager and Bursar but no further progress expected in the near future.	Stalled

install water hippos to reduce water capacity in normal cisterns. Check your water supplier to see if they do free water audits and installations.				
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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
Take part in The Nature Park The Nature Park 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.	Start: Review:	Lead person: J Dhanda		
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB. Use this data in engaging lessons and to inform the next steps in improving your grounds for wildlife.	Start: Review:	Lead person: J Dhanda		
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	Start: Review:	Lead person: J Dhanda		
Increase planting of available areas	Start: Review:	Lead person: J Dhanda		

Identify areas in your school grounds which could accommodate new plants, e.g., hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. When planning ensure the "right tree in the right place" principle is followed and consider accessibility and maintenance requirements. RHS Resources .				
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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
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through Carbon Literacy Training , Climate Fresk or our own Let's Go Zero session that can be delivered in person at staff INSET or remotely.	Start: Jan 2026 Review: July 2028	Lead person: J Dhanda	Staff members attending LGZ's carbon literacy training (JD/MM) Module 1 completed: 20/01/26 Module 2 completed: 27/01/26 Module 3 completed: 03/02/26 Module 4 completed: 10/02/26 13/04/2026 Lets Go Zero KS1/ KS2 assembly on global warming through a simple physical analogy. (Chanodi) 13/04/2026 Eco Warrior team meeting – understanding the importance of their role and climate action in school. (Chanodi) Sustainability vision – Summer 1 inset 14 th April JD	In Progress

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.	Start: March 2026 Review: July 2028	Lead person: M Munir	Careers Week – March 2026 Green careers: Careers by the coast All about agroforestry Science outdoors: how to become an Ecologist From maps to meadows: planning for wildlife Exploring urban wildlife careers Using ecology in forestry and education Behind the scenes at the woodland trust: real jobs that help nature Green career workshops booked for March 2027	In progress



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