

Climate Action Plan

St Andrew's CE Junior School

1 year plan Spring 2025 - 2026

Carbon baseline: 198.73 tCo2e Calculation: April 25

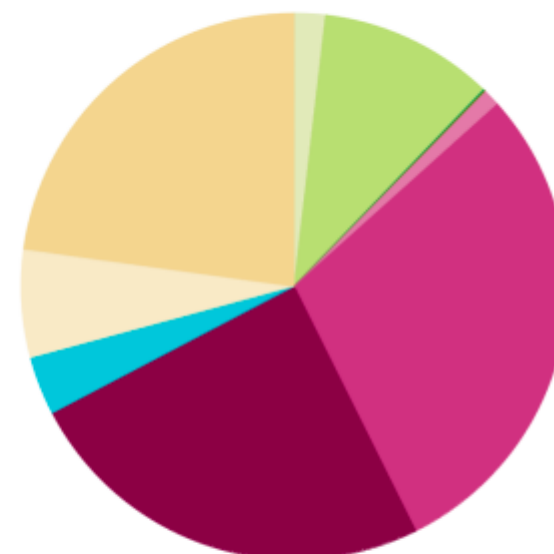


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GETTING STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign★ By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.		M Cornwall		Completed Nov 24
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.	March 25	M Cornwall & L Powell		Completed March 25
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.	Summer 25	M Cornwall & L Powell		Completed August 2025

Your schools total carbon footprint is estimated to be: 198.73 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	3.7	2%
	Electricity Usage	20.5	10%
	Waste Usage	0	0%
	Water Usage	0.2	<1%
Transport	Vehicles	0	0%
	School Trips	1.9	<1%
	Student Commutes	58.1	29%
	Staff Commutes	49	25%
Food & Drink	Meals	6.8	3%
Purchases	Spending	12.7	6%
	Uniforms	45.7	23%



*'t co₂e' or 'co₂e' 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.

1.Decarbonisation and Energy Efficiency

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

ENERGY - BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Incentivise students to address energy usage eg Energy Champions initiative Engage pupils in making sure smartboards are off at lunch time 'Energy Champions' Count Your Carbon baseline RAG stickers on light switches and plugs in school to determine essential use Free resources for further ideas: Energy Sparks	Autumn 25	M Cornwall	Climate Ambassadors team with pupils from across school - 2 in each class	
Introduce a school policy around lighting use Having a lighting policy is a quick win, and a great way to get students on board. Get the eco-club to design 'switch-off' signs or stickers to display by all lighting switch panels around the school. This may also include getting staff to consider whether they need all lights on in a room at a time where zoned lighting is possible, and how much light these provide.	2026	M Cornwall		
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.	Autumn 25	M Cornwall	Climate Ambassadors to sticker appliances - RAG for those that must be left on (red), those that requires some guidance (amber) and those that can be turned off (green); Cas will also carry out spot checks during lunchtimes to check devices have been switched off	
Take part in a switch off campaign★	Nov 25	M Cornwall	Climate Ambassadors to lead following on from previous steps to involve whole school in a switch off extravaganza!	

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				
Ensure the caretaker is effectively trained to optimise the BMS Ensure BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms and off during evenings/weekends and holidays. Check hot water system has similar efficient timings and temperature set. Energy efficiency: guidance for the school and further education college estate - GOV.UK (www.gov.uk)	Autumn 25	P. Taylor		
Provide catering staff induction on energy efficiency Check with your catering provider and request that they provide training for catering staff on energy efficiency measures and practices in the kitchen to help save energy and money.	Spring 25	L Powell	Derbyshire Catering Initiative	

ENERGY - BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Investigate the potential for solar panels Investigate solar providers: aim to compare quotes from at least 3 different providers to check you are getting value for money and pricing that works well for you. For a no capital approach try Solar for Schools ; for advice on all funding and project models contact Barker Education Property Consultants See this solar advice from DfE with handy checklist. For info on liaising with Derbyshire CC: : Energy and carbon reduction information for Derbyshire Schools	Summer 25	B. Levitan	Initial desktop analysis through Solar for Schools: https://www.solarforschools.co.uk/schools/st-andrews-cofe-junior-school-sk13-2dr-112869	

Install a smart meter Contact your energy/ water supplier to get a smart meter installed. 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	Summer 25	L. Powell		
Install 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%.	Ongoing	P. Taylor	Completed across majority of school - maybe some still to replace - relacing as they go	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Reuse resources Establish procedures for the reuse of school supplies either within school or through sites such as School Resources Exchange and Collecteco (furniture) CoGS cluster reuse network	Ongoing	S. McLaren		
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.				
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.				

Continue reuse of school uniform and PE kit through a uniform exchange Reuse school uniform through a pop-up Uniform Exchange or on sites such as Uniformly - Buy, Sell and Give Away outgrown school uniform • Increase opportunities for families to access uniform swap shop • Reframe uniform reuse away from ‘for those in need’ to positive climate action • Educate pupils and parents on the high carbon impact of clothing and the importance of reuse • Include dress-up day items, wellies etc			Hummingbird Project takes unwanted uniform to redistribute in local area.	
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Continue to 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.	Ongoing			
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 • Primary: Use Proveg Canteen to Classroom lessons to explain the carbon impact of food choices.		R. Hyde		
Have separate bins for food waste in the kitchen/ dining room/ staff room / playground Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into	April 25	L. Powell	• Initiated during summer term 2025	Ongoing

either your composter or your food waste collection, as appropriate.				
Start or improve composting on school site To get started, ask your school community for unwanted compost bins and start to compost fruit and veg waste on site, e.g. snack-time fruit can easily be collected and taken out on a daily basis by class monitors. More info on setting up composting here Food waste recycling for schools - Ridan Food Waste Composters				

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. Derbyshire County Council - Travel Smart Week during Walk to school Week 19 th to 23 rd May (or whenever suits the school) Cycle to school week Sept 2025 Big walk and wheel Mar/Apr 26 Sustrans Big Walk and Wheel 2025				
Provide bicycle shelters Encourage staff and students to bike or scoot to school with somewhere secure and dry to store their gear.				

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria 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.	Ongoing		Recycling pens www.edding.com/returnbox Battery recycling: https://erp-recycling.org/uk/request-collection-box/ Free Battery Box Valpak Limited	
Education around recycling as part of assemblies or other whole school opportunities Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.	Completed spring 2025		Jason from AES delivered a recycling assembly	Completed
Textile bank on school site Support school community to recycle old clothing and textiles	Ongoing	C Thompson	Clothing recycling bank on site since 2023 (Recycle4Schools)	Completed/ongoing
Sending unwanted uniform to sister school in Zimbabwe	Ongoing	C Smith	Explore possibility of sending unwanted uniform to our sister school in Fort Usher	

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
Continue heatwave measures such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns Consider adopting the joint union heatwave protocol including short term, medium term and long term measures.	Summer 25	M. Cornwall	- uniform adjustments made for extreme heat - messages sent to parent regarding reusable water bottles which can be refilled at school	Ongoing
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.	Summer 25	C. Thompson		
Create a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall Ensure your site team has a gutter checking/ cleaning/ clearing rota that ensures guttering can cope with higher levels of rainfall.	Ongoing	P. Taylor	- Completed during Autumn term - Newer building roof checked by contractors twice-yearly to clear debris and moss build up	Ongoing

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Install water butts Capture rainwater to use on plants around school - and help reduce water flow in heavy downpours.			United Utility water survey complete	
Raise awareness around water consumption and efficiency - make the most of free assemblies to engage and inform the school community Severn Trent Education.		R Hyde	- Use of LYFTA assembly resources - Discreet lessons	

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
Register with The National Education Nature Park The Nature Park aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. Map your site boundary (you will need a computer with internet and your URN) Completing your site boundary means that your setting will be visible on the Nature Park map, you will find out the size of your site and this figure will be added to the total size of the Nature Park and enables all the data you collect to be associated with your setting allowing you to measure your gains. Make a start in mapping your habitats using the habitat mapper tool We suggest you start with your large habitat areas (ground without plants/grassland). Involve your pupils where possible - resources as a starting point for each habitat found here (scroll to the bottom).	Summer 25	C. Thompson C. Burlinson	- Site boundary completed 2024 - SLT to review 'best fit' actions - Y6 have mapped habitat	Completed
Have pupils carry out wildlife surveys Conduct wildlife surveys, pollinator counts and habitat mapping using the Nature Park resources or take part in activities such as the Big Birdwatch with the RSPB.	Summer 25	C. Thompson	- Bee and Butterfly survey completed - Enter Rotary Club Competition - Annual Birdwatch -making feeders in lunchtime club using RSPB's Big School's Birdwatch	Completed
Increase planting/decrease mowing to support wildlife Plant free trees & hedges, e.g. Tree Council/Woodland Trust Explore funding opportunities Finding funding Education Nature Park	Summer 25	C. Thompson	Achieved Outstanding Beacon School status from the Tree Council: since 2021 over 350 fruit trees and other trees planted and hedgerows and copse areas developed and planted. - Joined Plantlife in May 2025 - Re-wilded parts of ground since 2022	Completed

Avoid pesticides and herbicides Take part in No Mo May Plantlife's No Mow May Movement			- Derbyshire Wildlife Land Survey completed - Further trees provided from Tree Council and Woodland Trust	
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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

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit & incorporate sustainability ★ Teach the Future have useful resources on how to link the curriculum to sustainability. MoEE also has very helpful resources on this.	Start: Review:			
Survey staff on how they feel about teaching sustainability issues Survey staff on how they feel about teaching sustainability. Ask them to rate their knowledge and confidence about the causes and effects of climate change. Edit this form to suit your school				
Set up a Forest School Train members of staff to be accredited Forest School Leaders. Embed opportunities for all students to access Forest School regularly.	Ongoing			Completed/ongoing

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
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: Review:			
Hedgehog School status	Ongoing	C Thompson	Hedgehog School status in place with pupil ambassadors	Completed
Add sustainability goals/ projects/ successes to school website and report achievements in termly newsletters Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.	Ongoing		Save Roughfields Campaign Tree planting in the Community with Tree Council	
Provide CPD opportunities for staff on sustainability Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability content and developing skills https://www.wwf.org.uk/get-involved/schools/teacher-development			List of 2025/26 Free online workshops and training for schools - Lets Go Zero	

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 or a class workshop on a topic of interest to your school, to share their green career, or support on a particular area of climate action.	Start: Review:			
Students should calculate their carbon footprints				

Get students to learn what their environmental impact is via the WWF Footprint Calculator				
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