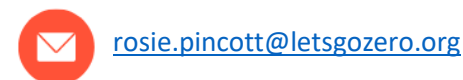


Climate Action Plan

St Pauls CofE Primary School

1 year plan Spring 2024 – 2025



Carbon baseline: 343.88 tCo2e **Calculation:** 28/1/25

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Sign up to the Let's Go Zero campaign</p> <p>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.</p>			<p>IQ1</p> <p>Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and a liveable future for our community.</p>	
<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.</p>	<p>Start: Jan 25 Review: Jan 26</p>			
<p>Sign up to the Sustainability Support for Education</p> <p>A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering 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.</p>	<p>Start: April 2025 Review: July 2025</p>			

1. Decarbonisation and Energy Efficiency

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

ENERGY – BEHAVIOUR CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	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).	Start: September 2025 Review: December 2025	Head Teacher (Liz) Sustainability Lead (Caitlin)	IQ5 Through our staff and pupil-led energy monitoring activities, our pupils and staff learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our energy reduction campaigns.	
Monitor energy use on a regular basis Using an online energy-monitoring platform such as WME enables schools to visualise their energy usage. Knowing where electricity usage is highest and comparing your out of hours to a school day gives more ability to control and reduce usage.	Start: May 2025 Review: September 2025	Business Manager (Sue)		
Incentivise students to address energy usage e.g. Energy Champions initiative Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable.	Start: April 2025 Review: July 2025	Sustainability Lead (Caitlin)		
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.	Start: April 2025 Review: July 2025	Head Teacher (Liz)		
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, printers and screens.	Start: June 2025 Review: September 2025	Head Teacher (Liz)		

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
Insulate hot-water pipes Insulating bare heating pipes will reduce heat loss by between 50% and 70% .	Start: September 2025 Review: December 2025	Business Manager (Sue) Site Manager (Mario)		

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Incentivise acquiring uniform through the uniform exchange</p> <p>This is a scheme where families can exchange good-condition school uniforms/equipment, that would otherwise end up in landfill or unused.</p>	<p>Start: May 2025 Review: December 2025</p>	<p>Head Teacher (Liz) Business Manager (Sue)</p>	<p>IQ5d</p> <p>Through our school's strategic policies for ethical purchasing, we identify systems to reduce unnecessary consumption and therefore reduce our impact on the world's resources</p>	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Increase meat-free offer on multiple days or number of meat-free options</p> <p>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.</p>	<p>Start: September 2025 Review: January 2026</p>	<p>Head Teacher (Liz) Catering manager</p>	<p>IQ4 and IQ5</p> <p>Our staff and pupils understand that through their daily menu choices, they can be a powerful advocate for not just their own health, but the future of a healthy planet.</p>	

TRANSPORT

ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Run active travel campaigns e.g. Modeshift STARS</p> <p>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.</p>	<p>Start: Review:</p>		<p>IQ4 and IQ5</p> <p>Through our staff and pupils' engagement in active travel weeks, with students leading the way to petition for safer school walking routes, better public transport and reducing car use, our school culture encourages justice and courageous advocacy, enabling pupils to make</p>	
<p>Promote walking/cycling/public transport to school/ Park & Stride</p>	<p>Start: Review:</p>			

Communicate to the wider school community the benefits of active travel.			ethical choices and to be agents of change.	
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WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Label bins clearly</p> <p>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.</p>	<p>Start: April 2025 Review: June 2025</p>	<p>Sustainability Lead (Caitlin)</p> <p>Head teacher (Liz)</p>	<p>IQ5</p> <p>Through our staff and pupil-led action on waste reduction our staff and pupils take responsibility as stewards of our world. Our Sustainability work is one of a range of strategies to ensure that this stewardship fits within our theologically rooted Christian vision and is a living reality that enables pupils and adults to flourish.</p>	
<p>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</p> <p>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.</p>	<p>Start: April 2025 Review: July 2025</p>	<p>Site manager (Mario)</p> <p>Business manager (Sue)</p>		
<p>Education around recycling as part of assemblies or other whole school opportunities</p> <p>Deliver assembly/ information to students regarding what is to be put in each bin. Young Climate Warriors provide slides/ assemblies</p> <p>Do a waste audit and encourage students to take part in the whole process. Wastebusters have a helpful step-by-step guide for this.</p>	<p>Start: May 2025 Review: July 2025</p>	<p>Head teacher (Liz)</p> <p>Sustainability Lead (Caitlin)</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	SIAMS LINK	NOTES/TRACKER
<p>Install heat reflective measures in classrooms (focus on south, east and west facing)</p>	<p>Start: May 2025 Review: July 2025</p>	<p>Head Teacher (Liz)</p>	<p>IQ1</p>	

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.		Site Manager (Mario) Business Manager (Sue)	Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.
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.	Start: May 2025 Review: December 2025	All	

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	SIAMS LINK	NOTES/TRACKER
Enrol with The Nature Park (NENP) ★ The NENP 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. 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: April 2025 Review: July 2025	Science Lead Sustainability Lead (Caitlin)	IQ3c By taking opportunities to worship outdoors, within nature and surrounded by the wonder of the world, we ensure that the worship life of the school inclusive, invitational, and inspirational.	
Increase planting of available areas Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.	Start: Review:	Gardening club lead Site manager	IQ4d As a result of the theologically rooted Christian vision, our provision of opportunities to work in nature for our pupils with SEND, (or those who are vulnerable and/or disadvantaged) is one of our most effective strategies to help at difficult times. Pupils learn to self-regulate and maintain healthy emotions within these times and spaces in our garden.	
Have pupils carry out wildlife surveys Conduct wildlife surveys and habitat mapping using the NENP resources or take part in activities such as the Big Birdwatch with the RSPB.	Start: Review:	Science Lead Sustainability Lead (Caitlin)		

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	SIAMS LINK	NOTES/TRACKER
<p>Add sustainability goals/ projects/ successes to school website</p> <p>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.</p>	<p>Start: April 2025 Review: July 2025</p>	<p>Head Teacher (Liz)</p> <p>Business Manager (Sue)</p>	<p>SIAMS IQ1</p> <p>Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and to</p>	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Complete a curriculum audit & incorporate sustainability</p> <p>Teach the Future have amazing resources on how to link the curriculum to sustainability! MoEE also has very helpful resources on this.</p>	<p>Start: Review:</p>	<p>Head Teacher</p> <p>Subject leads</p>	<p>SIAMS IQ2</p> <p>Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils and staff strengthen their understanding of climate change and how we can mitigate this and protect God's world</p>	
<p>Create an environment where lessons can be taught outside in all subjects</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 National Education Nature Park.</p>	<p>Start: Review:</p>	<p>Head Teacher</p> <p>Subject/ Year leads</p>		

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	SIAMS LINK	NOTES/TRACKER
<p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.</p>	<p>Start: May 2025 Review: March 2026</p>			

<p>Students to participate in green careers focused events/days</p> <p>Investigate local university or college green careers events or connect with your local authority to find out what they could offer or help you run for your students.</p> <p>Book a school talk Better Planet Education</p>	<p>Start: September 2025 Review: January 2026</p>	<p>Headteacher (Liz) Subject Leads</p>		
<p>Include green skills as part of career guidance</p> <p>Integrate green skills and career pathways in school career fairs.</p>	<p>Start: September 2025 Review: March 2026</p>	<p>Headteacher (Liz) Subject Leads</p>		



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