

Climate Action Plan

St James' C of E Primary School, Cheltenham

1 year plan Summer 2025 – 2026



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Your Carbon Footprint Report
Your schools total carbon footprint is estimated to be: 285.73 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	Fuel Usage	35.2	12%
	Electricity Usage	0	0%
	Waste Usage	0.1	<1%
	Water Usage	0.8	<1%
Transport	Vehicles	0	0%
	School Trips	0.8	<1%
	Student Commutes	38.4	13%
	Staff Commutes	17.3	6%
Food & Drink	Meals	55.1	19%
Purchases	Spending	47.6	17%
	Uniforms	90.6	32%



*t co₂e or 'coal' 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.

Your CYC Carbon Emissions score :

GET STARTED

ACTION	TIMEFRAME	STAKEHOLDERS	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>Start: September 2025</p> <p>Review: September 2025</p>	<p>School</p> <p>Governors</p> <p>Trust</p>	<p>We are taking ongoing steps to cut our carbon impact and are committed to working collaboratively towards a zero-carbon future for all schools.</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: November 2025</p> <p>Review: November 2025</p>	<p>School</p> <p>Governors</p>	<p>We acknowledge the value of this DfE-funded initiative in providing tailored, quality-assured actions and resources that support our setting in advancing its sustainability journey</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	NOTES	TRACKER
Implement a whole-school energy behaviour change programme focused on reducing unnecessary electricity and heating use, supported by staff and student engagement activities.	Programme launched over one term, with monitoring and reinforcement activities conducted throughout the academic year.	Senior Leadership Team, caretaker, teaching staff, all students, think tank team, governor	<p>Initiative to include awareness campaigns, classroom energy checks, signage to encourage responsible energy use, and regular monitoring of consumption data to track progress and identify further opportunities for efficiency.</p> <ul style="list-style-type: none"> -Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can -Heating only on for restricted periods in Autumn Winter Oct – March) -Use of cups and plates, not disposable at school events – all cans/glass to be recycled. Any disposable cups – paper -Windows are closed unless rooms are up to temperature -Daylight lights, turn off when light -Resources are bought with informed decisions so there is reduced waste, bought locally and in 1 place to reduce carbon foot. <p>Recycling bins for paper in classes, and then main school bins, all separated.</p>	

ENERGY – BUILDINGS & INFRASTRUCTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Conduct a review of the school's buildings and infrastructure to identify opportunities for energy efficiency improvements, including upgrades to lighting, insulation, heating controls, and building management systems.	Initial assessment completed within one term; prioritised improvements planned over the following academic year and implemented subject to funding availability.	Senior Leadership Team, site/estate manager, governing body, external energy consultants, local authority or trust, contractors.	<p>Review to inform long-term decarbonisation planning and support applications for relevant funding streams. Improvements should align with DfE sustainability guidance and aim to reduce operational energy demand while improving building performance.</p> <p>DGAT led Action</p>	

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Implement a sustainable procurement approach that prioritises low-carbon, durable, and ethically sourced products and services, and embeds environmental criteria into purchasing decisions.	Policy review and updated procurement guidance completed within one term; phased implementation across all departments over the academic year.	Business manager, finance team, senior leadership team, department leads, suppliers, governing body or trust.	Finance Team be aware of DFE sustainability guidance and best value principles and apply this to procurement to support local procurement and avoid single use products/recycling and reusing	

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Develop and implement a sustainable food approach that increases the availability of healthy, low-carbon meal options and reduces food waste across the school.	Menu review and initial changes introduced within one term; ongoing improvements and waste-reduction measures monitored throughout the academic year.	external caterer, senior leadership team, students, staff, governors, suppliers.	<p>Work with the caterer (influence, not control)</p> <p>Meet termly with the caterer to share the school's sustainability target. Request: A weekly or fortnightly plant-based/low-carbon option to be clearly labelled. Reduced red meat frequency where possible. Seasonal produce choices. Packed lunches (school-controlled) Update packed lunch guidance to: Encourage plant-based days Reduce highly processed foods Promote fruit, veg, and reusable containers Share simple low-carbon lunch ideas with parents though termly SCOOP Food waste put in a separate bin to other waste for composting</p> <p>Monitoring & review Termly review of: Uptake of low-carbon options Food waste levels Pupil and parent feedback Adjust actions annually with the cater</p>	

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Promote sustainable travel options for students and staff, including walking, cycling, car-sharing, and the use of low-emission vehicles, while reducing reliance on single-occupancy car journeys.	Continue to develop sustainable travel plan and monitored throughout the academic year, with annual review.	Senior leadership team, students, parents, local authority or council transport officers, site/estate manager, staff, governors	<p>Over the last few years a significant amount of work has gone into supporting active travel. As a school we need to continue to build on this and support new families in using active travel. This is a greater challenge as our catchment has increased and families travel from further away</p> <p>Encourage active travel to school</p> <p>Take part in Sustrans yearly Big walk and wheel week</p> <p>Regular communication with parents through SCOOP</p> <p>Front road to school shut to promote safe active movement outside of school</p> <p>Increase bike rack area for easier storage of bikes</p> <p>Update Travel Plan</p> <p>Prospectus promotes park and walk sharing safe walk to school routes</p> <p>Work with the local councillor and Gloucestershire transport team to support safe active travel e.g changes to double yellow lines within school area</p> <p>Think tank team to gain pupil voice and support Active travel communication with children across the school</p> <p>Monitoring and measuring impact</p> <p>Conduct annual or termly travel surveys of pupils and staff.</p> <p>Track:</p> <p>Percentage of pupils walking, cycling, scooting, or using cars</p> <p>Bike/scooter storage usage</p> <p>Compare data before and after campaigns.</p> <p>Share progress with pupils and families.</p>	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Implement a comprehensive waste reduction and recycling programme, including measures to minimise single-use items, improve segregation, and encourage composting of organic waste.	Programme planned and initiated throughout the year; full implementation and monitoring over the academic year with regular reviews.	Eco or sustainability committee, site/estate manager, catering team, teaching staff, students, local waste management providers, senior leadership team.	<p>Reduce single-use items</p> <p>Encourage reusable water bottles (no disposable cups).</p> <p>Promote litter-free lunchboxes and snacks (reusable containers, no cling film).</p> <p>Replace single-use craft items where possible (e.g. reusable trays, scrap paper).</p> <p>Introduce refillable glue sticks</p> <p>Trial white board pencils with a view to phase out white board pens</p> <p>Use digital newsletters instead of paper.</p> <p>Introduce a clearer bin system with colored bins to promote segregation of food, recyclable and non-recyclable waste.</p> <p>Impact</p> <p>Increased pupil awareness and responsibility.</p> <p>Whole-school culture of waste reduction.</p>	

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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
<p>Implement strategies to increase the school's resilience to climate change, including measures to manage flooding, overheating, and resource scarcity, and to safeguard the school's infrastructure and operations.</p>	<p>Initial risk assessment completed within one term; phased implementation of resilience measures over the following academic year, with ongoing monitoring.</p>	<p>Senior leadership team, site/estate manager, governors, teaching staff, students, local authority or trust facilities teams, external consultants as required.</p>	<p>Managing flooding risk Actions Keep drains, gutters, and gullies clear through regular checks. Monitoring Site manager checklist after heavy rainfall. Record any flooding incidents. Impact Reduced surface water pooling. Lower risk of damage to classrooms and resources.</p> <p>2. Reducing overheating in classrooms Simple actions Use blinds, curtains to reduce direct sunlight. Promote early-morning ventilation (windows opened before lessons). Ensure fans are available and used safely where needed. Increase shade outdoors - We already have a number of trees and summer house which children can find shade under. Monitoring Log classroom temperature during hot periods. Staff feedback on comfort levels. Impact Improved pupil comfort and concentration. Reduced disruption during hot weather.</p> <p>3</p> <p>4. Safeguarding infrastructure & operations Simple actions Identify and protect critical equipment (IT servers, boilers, electrical cupboards). Review insurance and emergency contacts annually. Monitoring Annual risk assessment review. Impact</p>	

			<p>Improved preparedness for extreme weather. Reduced downtime and disruption.</p> <p>5. Pupil and staff awareness</p> <p>Simple actions Assemblies on climate resilience and extreme weather. Class discussions on how climate change affects schools. Think Tank involved in identifying risks and solutions.</p> <p>Monitoring Pupil voice surveys. Staff confidence questionnaires.</p> <p>Impact Greater understanding of climate risks. Shared responsibility for resilience actions.</p> <p>Write a heat wave policy to address issues such as uniform, PE, suncream and outdoor learning. Consider adopting the joint union heatwave protocol including short term, medium term and long term measures. Register as a sun safe school</p>	
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WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Implement water efficiency measures across the school, including reducing consumption, repairing leaks, and promoting responsible water use among staff and students.</p>	<p>Initial water audit completed within one term; efficiency measures introduced over the following academic year, with ongoing monitoring and evaluation.</p>	<p>Site/estate manager, senior leadership team, teaching staff, students, governors, external water consultants or local water authority where required.</p>	<p>Measures may include installing low-flow taps and toilets, rainwater harvesting, water-efficient irrigation for grounds, and educational campaigns to encourage water-saving behaviours. Data should be tracked to assess impact and guide further improvements.</p> <p>. Managing water and resource scarcity</p> <p>Simple actions push taps are fitted. Display water-saving posters in toilets and sinks. Collect rainwater for gardening and outdoor cleaning. Regularly check for leaks and dripping taps.</p> <p>Monitoring Monthly water meter readings (if available). Site checks logged.</p> <p>Impact Reduced water use. Increased pupil awareness of resource conservation.</p>	

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
Encourage a school-wide culture where caring for the environment is part of everyday life. Support staff and children to learn about climate change, sustainability, and ways they can make a positive difference.	Introduce initiatives within one term; continue activities and embed environmental values across the school throughout the academic year.	Teachers, teaching assistants, senior leadership team, students, governors, Thin Tank Team, external sustainability advisers as needed.	<p>Activities can include assemblies, Eco Club projects, classroom discussions, and school-wide events that celebrate environmental learning. Provide staff with training and resources to help children understand and act on sustainability in age-appropriate ways.</p> <p>Climate change discussed with children through Picture News worship, Curriculum – Geography</p> <p>Run a whole school Climate change day</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
Embed climate education, green skills, and awareness of sustainable careers into the school's curriculum and culture, while providing professional development to support teaching staff in delivering this content confidently.	Curriculum review and staff training planned over one term; full integration of climate education into teaching programmes and ongoing culture-building throughout the academic year.	Senior leadership team, teaching staff, curriculum leads, students, governors, external climate education specialists or training providers.	<p>Initiatives should foster a whole-school culture that values sustainability, equips students with knowledge and skills to address climate challenges, and supports staff through training and resources. Engagement can include assemblies, clubs, and careers guidance highlighting green pathways.</p> <p>Climate change discussed with children through Picture News worship, Curriculum – Geography</p> <p>Run a whole school Climate change day</p> <p>Embed a climate action countdown</p> <p>Climate Action Countdown - Lets Go Zero</p>	

CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Include lessons and activities that teach children about climate change, caring for the environment, and sustainability, while linking learning to practical projects and awareness of green skills.</p>	<p>Plan and map content within one term; integrate into lessons and activities over the school year, with ongoing review and updates.</p>	<p>Class teachers, curriculum leads, senior leadership team, students, governors, external specialists as needed.</p>	<p>Focus on hands-on activities, cross-curricular projects, and simple, engaging ways to show children how they can make a difference. Provide staff with age-appropriate resources and training to support teaching.</p> <p>Climate change discussed with children through Picture News worship, Curriculum – Geography</p> <p>Run a whole school Climate change day</p>	

GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Introduce children to simple ideas about green jobs and the skills people use to care for the environment, through fun activities, stories, and projects. Encourage them to explore how they can make a difference now and in the future.</p>	<p>Activities planned and introduced within one term; ongoing opportunities and projects throughout the school year.</p>	<p>Teachers, teaching assistants, senior leadership team, students, Eco or Green Team, external visitors or local community partners.</p>	<p>Focus on age-appropriate examples of jobs that help the planet, hands-on projects like gardening or recycling, and discussions about how everyday actions connect to sustainability. Include assemblies, workshops, and creative projects to inspire curiosity about the environment and green careers.</p> <p>Connect with Climate Ambassadors in our 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 Upcoming webinars for schools who want to access the CA portal July event:eventbrite.co.uk/e/introduction-to-the-climateambassadors-programme September event: eventbrite.co.uk/e/introduction-to-the-climateambassadors-programme</p> <p>Get students to learn what their environmental impact is via the WWF Footprint Calculator</p>	



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