

Climate Action Plan

St Joseph's RC Primary School Bacup

1 year plan Autumn 2025 – 2026



| Progress Key | Climate Action Plan history |
|--------------|-----------------------------------|
| Not Started | Last reviewed: 16.03.26 |
| In Progress | ★ = high carbon reduction actions |
| Stalled | |
| Complete | |

Overall projected carbon savings: TBC%

| GET STARTED | | | | |
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| 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 Review: July 2026</p> | <p>Mrs Sanderson</p> | <p>Laudato Si:</p> <p>"If someone has not learned to stop and admire something beautiful, we should not be surprised if he or she treats everything as an object to be used and abused without scruple. If we want to bring about deep change, we need to realize that certain mindsets really do influence our behaviour. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature."</p> | <p>Complete</p> |

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| <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 and gives you a baseline against which to measure progress, year on year.</p> | <p>Start: September 2025 Review: April 2026</p> | <p>Mrs Sanderson</p> | <p>If you can gather the travel, food and spend data we can look at an accurate footprint for St Joseph's.</p> | <p>In Progress</p> |
| <p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>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.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson Miss Park</p> | | |
| <p>Set up a sustainability working group</p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.</p> | <p>Start: September 2025 Review: April 2026</p> | <p>Mrs Sanderson Miss Park</p> | | |

1. Decarbonisation and Energy Efficiency

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

| ENERGY – BUILDINGS AND RETROFIT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Install a smart meter</p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mr McGough</p> <p>Mrs Green</p> <p>Mrs Sanderson</p> | <p>Catholic Life and Mission (CLM3.2) Leaders and governors embrace and actively promote the bishop's vision for the diocese including our aims to be Carbon Zero by 2030. They are enthusiastic in their response to diocesan policies and initiatives by engaging in active energy reduction and are seeking ways in which to meet ambitious Diocesan targets including ambitious retrofit projects.</p> | |
| <p>Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mr McGough</p> <p>Mrs Sanderson</p> | | |
| <p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mr McGough</p> <p>Mrs Sanderson</p> | | |

| ENERGY – BEHAVIOURAL CHANGE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Incentivise students to address energy usage</p> <p>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. Incentivise engagement through inter-class competitions and/or eco awards, or by electing school energy champions. LASER Energy have a School Energy Action Hub filled with free energy-saving resources for primary and secondary school pupils.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson Miss Park Sustainability Club</p> | <p>Sustainability Eco Club started in the Spring Term. Children have monitored electricity usage in the classes.</p> <p>Visit planned to Eco village at Leyland for 30.03.26.</p> | |
| <p>Take part in a switch off campaign</p> <p>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.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson Miss Park Staff Pupils</p> | | |
| <p>Monitor energy use on a regular basis through dedicated platforms</p> <p>Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson Miss Park</p> | | |
| <p>Ensure your site manager is effectively trained to optimise the BMS/BEMS</p> <p>Ensure your site manager or caretaker is trained in how to monitor and effectively manage the controls on the school's BMS/BEMS systems. If you are using an energy monitoring system, then staff should be given access to</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mr McGough Mrs Sanderson</p> | | |

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| CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems. | | | | |
| <p>Implement a power down strategy for energy-intensive appliances over holidays</p> <p>Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mr McGough Mrs Sanderson</p> | | |

| FOOD | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Weigh food waste from kitchen and plates, share results, and set a target to reduce this</p> <p>Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.</p> | <p>Start: Summer term 2026 Review: July 2026</p> | <p>Eco club, Heather the school cook, Mrs Sanderson and Miss Park</p> | <p>Catholic Life and Mission (CLM3.5)</p> <p>Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level: this is shown through our decisions surrounding the nourishment of our pupils, staff and community. They embody the Church's preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need through our work on minimising food waste. In every one of their decisions, such as supporting meat reduction on our school menus, they demonstrate an exemplary commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.</p> | |

| WASTE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Actively encourage and enable community reuse</p> <p>Normalise acquiring preloved and giving away items for low or no cost. Run regular 'Sustainable Swap' events, and/or set up dedicated 'Swap Spaces' for items such as clothes, toys, books, etc. Could be used as a fund-raising opportunity. Can be incorporated into other school events. Older pupils can be involved in the delivery.</p> | <p>Start: Spring term 2026 Review: July 2026</p> | <p>Eco club, Mrs Sanderson and Miss Park</p> | <p>Catholic Life and Mission (CLM1.3.) Through our mission to act as stewards of our common home, our pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism.</p> <p>As a result of taking part in our waste reduction actions, such as donating their pre-loved uniform to our uniform swap shops, pupils flourish as they seek opportunities to grow in virtue. Through leading campaigns, such as recycling the canteens, they gladly embrace their personal responsibility to care for our Common Home, pursue the common good and serve those in need.</p> | |

| PROCUREMENT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Switch to recycled or sustainably sourced paper</p> <p>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.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Green school business manager.</p> <p>Mrs Sanderson</p> | <p>PEFC sustainably sourced paper is used.</p> | |

| TRANSPORT | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns. Your CAA can provide a list of different options (including Living Streets' Wow campaign and Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Facilitate walking and cycling to school by establishing Park & Stride or Walking Bus initiatives. Ask the PTA or engaged parents to support with these.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Parents, children, Mrs Sanderson, Miss Park</p> | <p>Catholic Life and Mission (CLM1.3)</p> <p>Through actions such as our sustainable travel campaigns, pupils gladly embrace their personal responsibility to care for our Common Home, pursue the common good and through their global actions on transport, serve those in need.</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 | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson</p> | <p>There are instances where overheating can affect classes with high needs and it would be good for the adjustments made to be in the conversation.</p> | |

| WATER | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Check site for leaks using your water meter</p> <p>Check your site for any water leaks using your water meter. You can access a water audit from your water supplier or use the Anglian Water school water audit guide to involve students in carrying out a water audit. Schools of 600 pupils can save up to £5,000 per year through water reduction.</p> | <p>Start: September 2025 Review: July 2026</p> | | <p>United Utilities have resources on saving water.</p> | |
| <p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary schools for your pupils to webinars, downloadable tools and guides, and more.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson</p> <p>Miss Park</p> <p>Pupils</p> <p>Sustainability Club.</p> | <p>Catholic Life and Mission (CLM1.4)</p> <p>Pupils take a leading role in responding to the demands of Catholic Social Teaching and are proactive in finding ways of responding, locally, nationally and globally to issues surrounding water conservation. They can clearly articulate the theology underpinning their actions to care for our common home, locally through turning off taps and collecting rainwater for our gardens through to global action for all God's children, such as supporting our adaptation and resilience measures.</p> | |

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

| NATURE | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Take part in The Nature Park</p> <p>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.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson</p> <p>Miss Park</p> <p>Pupils</p> | <p>Catholic Life and Mission (CLM1.4) Through our care for the natural world, our pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally and globally. They can clearly articulate the theology underpinning their actions such as protecting God's world and caring for its inhabitants. They carry out this mission through wildflower seeding, tree planting and tending our gardens.</p> | |
| <p>Establish a gardening/nature club</p> <p>Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.</p> | <p>Start: Spring 2026 Review: July 2026</p> | <p>Mrs Sanderson</p> <p>Miss Park</p> <p>Miss Clawson</p> <p>Pupils</p> | <p>There is a parent volunteer keen to get up and running with potential food growing projects. Here are some guides:</p> <p>Food Growing Resources Trees for Cities</p> <p>wwf.org.uk/sites/default/files/2016-10/Plant2Plate_Growing_Guide.pdf</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 | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Appoint a sustainability lead with sufficient PPA and support.</p> <p>Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfill this role.</p> | <p>Start: September 2025</p> <p>Review: July 2026</p> | <p>Mrs Sanderson- sustainability lead.</p> <p>Miss Park- deputy sustainability lead.</p> | <p>Geography lead is also going to be responsible for elements of the climate action plan, so it would be good to give them protected time for this.</p> | |
| <p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p> | <p>Start: Spring 2025</p> <p>Review: July 2026</p> | <p>Mrs Sanderson</p> <p>Miss Park</p> <p>Pupils</p> | <p>Let's Go Guide attached</p> | |

| CURRICULUM | | | | |
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| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
| <p>Share best practice and ideas internally</p> <p>This could include ensuring that sharing sustainable practices is on the agenda at curriculum meetings, departmental debriefs and teaching collaboration strategies. It could also involve CPD opportunities, tips in staff meetings, a peer observation focus, school bulletins and newsletters.</p> | <p>Start: September 2025</p> <p>Review: July 2026</p> | <p>Mrs Sanderson</p> <p>Miss Park</p> <p>All staff</p> | | |

GREEN SKILLS & CAREERS

| ACTION | TIMEFRAME | STAKEHOLDERS | NOTES | TRACKER |
|---|--|---|-------|---------|
| <p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p> | <p>Start: September 2025 Review: July 2026</p> | <p>Mrs Sanderson Miss Park</p> | | |



www.letsgozero.org

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