

St Bernard's RC

Sustainability Report

Spring 2025





Site Visit Details

Visit date:

27/02/2025

Key staff present:

-Roy Turner

Climate Action Advisor:

Tom Heaton



Your journey so far...

- ✓ Completed a count your carbon calculation
- ✓ Installed LED lighting
- ✓ Planned a forest school
- ✓ After school club take part in gardening activities
- ✓ Fridges and freezers are turned off over holidays
- ✓ An estates audit has been carried out by the trust
- ✓ Paper management systems in place
- ✓ Good culture around re-usable drinks bottles
- ✓ A staff governor has responsibility for sustainability



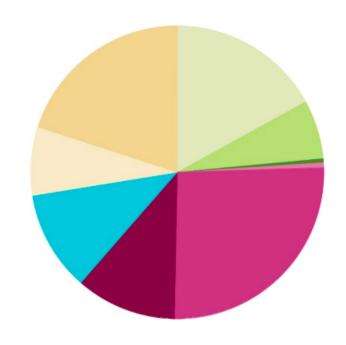
St Bernard's Count Your Carbon Score



Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 194.70 tonnes co₂e* per year

Operational area	Emissions area	t co₂e*	% of footprint	
Energy & Utilities	Fuel Usage	33.1	17%	
	Electricity Usage	12.7	7%	
	Waste Usage	0	0%	
	Water Usage	0.7	<1%	
Transport	Vehicles	0	0%	
	School Trips	0.9	<1%	
	Student Commutes	50.3	26%	
	Staff Commutes	21.6	11%	
Food & Drink	Meals	21.4	11%	
Purchases	Spending	14.7	8%	
	Uniforms	39.4	20%	



^{*&#}x27;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.



Energy data

ZER 2030

Floor area = 1336 m²
Electric annual kWh = 46,011
Gas annual kWh = 155,145

Floor area	Electricity annual	Gas annual
1,220	51,200	49,200
1,300	60,100	167,000
1,350	35,500	107,000
1,380	38,000	91,200
1,380	37,200	77,300
1,390	50,100	102,000



How your footprint compares...







The same as each pupil taking
2.5 flights to Paris and back every
year

705,435 miles in a Ford Focus (round the Earth 28 times)



Decarbonisation & Energy Efficiency

Calculating and taking actions to reduce carbon emissions and become more energy efficient.

Pillars to be discussed:

- 1. Energy
- 2. Transport
- 3. Procurement
- 4. Food
- 5. Waste

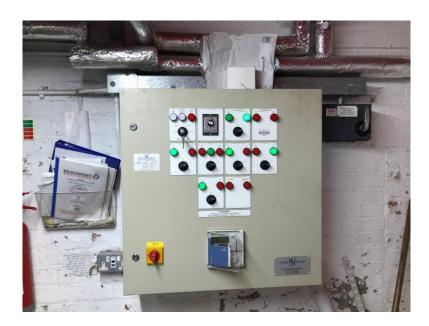


Energy



Our findings:

- ✓ TRVs are partially installed across the site
- ✓ Electricity consumption is moderate
- ✓ Light sensors are in place in some areas
- → The control for the heating is not well understood and access is difficult due to asbestos risk



- ☐ Install smart meters
- Monitor energy use on a regular basis through platforms such as Energy Sparks
- ☐ Set your BMS appropriately in the evenings, weekends and school holidays
- ☐ Ensure your BMS has efficient timings and temperatures for the school day



Transport



Our findings:

- ✓ A recent travel survey of students and staff has been conducted
- ✓ Staff are encouraged to carpool
- → The area around the school can become congested despite the one-way system

- ☐ Develop an active travel plan
- ☐ Run an active travel campaign
- ☐ Talk to your LA regarding safety of the roads around the school





Procurement



Our findings:

- ✓ Recycled paper is in use
- ✓ Branded items of uniform are limited
- → Energy efficiency is not a concern when purchasing new appliances
- → You bank with Lloyds, who are 5th in the country for financing fossil fuel exploration

- ☐ Factor in energy efficiency when buying new equipment
- ☐ Switch to an ethical bank
- ☐ Contact CollectEco with a wishlist of items





Food



Our findings:

- ✓ Vegetarian and vegan options are always available.
- ✓ There are meat free-days in the 15 day cycle
- → Food waste is an issue on certain days
- → Planet friendly diet choices are not discussed

- ☐ Start separating food waste inside the school from the kitchen/cafeteria and staff room
- ☐ Discuss reasons for eating less meat during lessons/assemblies etc.





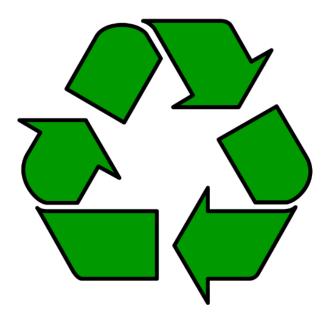
Waste



Our findings:

- ✓ Reusable crockery and cutlery are in place in the dining area
- ✓ Methods to reduce paper consumption are in place
- ✓ Recycling is partly in place
- ✓ School reduces the impact of costume days
- → There is currently no uniform exchange.
- → Recycling practice can vary in school

- ☐ Start a uniform swap shop
- ☐ Educate students around recycling





Climate Adaptation & Resilience

Taking actions to reduce the risk of flooding and overheating and to future proof scarce resources for potential shortages.

Pillars to be discussed:

- 1. Water
- 2. Adaptation & Resilience



Water



Our findings:

- ✓ Taps have self-closing mechanisms
- ✓ There are water butts onsite to harvest rainwater
- → The water bill is 2-3 times what it should be, suggesting either inefficiency or leaks on site

- ☐ Check appliances (toilets etc.) for leaks <u>using the</u> <u>strips available</u> from United Utilities.
- ☐ Implement a water usage policy





Adaptation and resilience



Our findings:

- ✓ Gutters are checked and cleaned regularly to ensure preparation for flash flooding
- ✓ A risk assessment of the site has been conducted regarding heatwave readiness, checking windows, blinds etc.
- → Minimal shading is available outside
- → The sports field floods during heavy rain

Suggested actions:

☐ Plan for and take measures relating to local climate risks (consider investigating SuDS)







Biodiversity & Green Infrastructure

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

Pillars to be discussed:

1. Nature



Nature



Our findings:

- ✓ Hedging and tree planting has been carried out
- ✓ There is an after school gardening club
- ✓ A forest school is under development
- ✓ School is enrolled with the National Education Nature Park
- → The outdoor learning area is unshaded

- □ Have students carry out wildlife surveys to engage with and monitor biodiversity
- ☐ Increase biodiversity to support local wildlife e.g. planting pollinator friendly plants, putting up birdfeeders, bat boxes, bug hotels





Climate Education, Green Skills & 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.

Pillars to be discussed:

- 1. Curriculum
- 2. Culture
- 3. Green Skills & Careers



Culture



Our findings:

- ✓ School has a sustainability lead
- ✓ There is an interest in setting up a working group for sustainability
- ✓ There is money available for outdoor learning initiatives
- → No permanent eco-club is in place



- ☐ Set up a sustainability working group including a PTA to build momentum and share responsibility
- ☐ Set up an eco-club for pupils to take leadership on issues





Action Plan Longlist

Based on our findings at your school, we have put together a list of recommendations for you to review.

- 1. Your recommended actions
- 2. Next steps
- 3. References



Longlist of recommended actions

Pillar	Action	Add to Climate Action Plan?	Timeframe for completion	Who will lead?



Next steps



Next week

We will send over your Climate Action Plan and guidance on getting started

Within 1 month

We will meet with key staff to go through action plan

Summer term 2025

Check-in on progress and review actions

Autumn term 2025

Celebration of success with whole school assembly

Redo Count Your Carbon calculation

Spring term 2026

Review actions and add to action plan

Contact your Climate Action Advisor anytime with questions or updates of your progress.

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References

¹ Energy Sparks, *For schools*. Available at: https://energysparks.uk/for-schools (accessed DATE)

