



# St Bernard's RC Sustainability Report

Spring 2025

**LET'S GO**

**ZERO**  
**2030**



# This report covers:

1. Your journey so far
2. A review of, and suggested actions, for:
  1. Decarbonisation
  2. Adaptation and Resilience
  3. Biodiversity
  4. Climate Education & Green Skills
3. Longlist of actions
4. Next steps



# 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 co<sub>2</sub>e\* per year

| Operational area   | Emissions area  | t co <sub>2</sub> e* | % 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%            |



\*'t co<sub>2</sub>e' or 'co<sub>2</sub>e' 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



Floor area = 1336 m<sup>2</sup>

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

## Suggested actions:

- ☐ 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

## Suggested actions:

- ☐ 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 5<sup>th</sup> in the country for financing fossil fuel exploration

## Suggested actions:

- ☐ 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

## Suggested actions:

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



**Better Planet  
Education**



# 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

## Suggested actions:

- ☐ 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

## Suggested actions:

- ☐ Check appliances (toilets etc.) for leaks [using the strips available](#) 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

## Suggested actions:

- ☐ 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

## Suggested actions:

- ☐ 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



Sustainability  
Support for  
Education





## 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

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