

Your School's Climate Action Plan

St Mary and St Andrew's Catholic Primary School - 29/09/26

Your Action	In a bit more detail	Looking for inspiration
Students to take part in a litter survey  Pathway: Community	Litter not only makes our environment look unpleasant, but it impacts the health of thousands of animals every year, as well as reaching and polluting our oceans and rivers. Co-benefits In the process students will be clearing up litter in their local area.	In Marine Conservation Society's Litter in the Environment lesson plan and worksheets, students will experience litter in the environment first-hand by taking part in a litter survey. Results will then be analysed, looking at the sources and properties of litter, considering how it could impact the environment.
Run a Switch-off campaign  Pathway: Community	Saving energy saves money and reduces the school's carbon footprint. Co-benefits: pupils find they can make a real difference through the campaign and it reduces the need for energy production. Running a Switch-off campaign needs a whole school push to turn off electrical items when they are not in use or not needed. Challenging assumptions about what is deemed necessary can be important. Do all the lights need to be switched on in a room? Does the projector need to be on all lesson? 1) Find out who keeps a check on the school's energy use. 2) Use their data, or data collected in an energy audit, to find out where most energy is used as this is a good place to save it. 3) Get staff and pupils on board by promoting the Switch off. 4) Ask the Eco team to monitor what energy is being used across the school during the Switch off. 5) Ask the pupils to report back to the whole school on the results.	Eco Schools run Switch-off Fortnight every Autumn term and if you join The Pod you can access lots of support materials. This action supports the key area of "our homes workplaces and public buildings" which is part of the GMCA's 5 year environment plan.
Your Notes		

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Reduce polluting traffic around the school  Pathway: Culture	1) Talk to your local authority about reducing speed limits on the streets around your school Reducing speed limits and encouraging smooth driving on roads near the school can cut pollution and improve road safety. 2) Talk to your local authority about moving the bus stop away from the playground In some cases, bus stops near the school may be a significant source of emissions with buses frequently braking and accelerating to and from the stop. This may also contribute to queuing traffic and congestion. Relocating the stop further away from the school may help to lessen these issues. 3) Ask the council to replace heavy polluting public buses with low emission alternatives Public transport is a lower air pollution option than the car per passenger. However, older buses can still contribute significantly to air pollution. The good news is that low emission buses are available. 4) Ask your local authority to limit heavy weight vehicles from using the roads around the school Introduce a weight restriction to prevent large polluting freight vehicles driving past the school. 5) Ask your local authority to introduce Ultra Low Emission Vehicle (ULEV)-only streets around the school Take a look at the case study on page 19 of the Mayor of London's 'Toolkit of Measures to Improve Air Quality at Schools' for inspiration. Co-benefits Reducing speed limits will also improve road safety. Encouraging ULEVs around the school will help with the transition away from petrol and diesel vehicles.	Request a speed limit reduction here. The Low Emission Bus Guide provides advice on procuring new buses and retrofitting diesel buses. Page 19 of the Mayor of London's 'Toolkit of Measures to Improve Air Quality at Schools' is an excellent source of inspiration for introducing an Ultra Low Emission Zone.

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Do a school energy audit and prioritise the top three actions  Pathway: Culture	Understanding the school's energy usage is an important step in identifying ways to save energy which will in turn reduce the school's carbon footprint. An energy audit is a survey of the school's buildings and is the first step in identifying opportunities to reduce energy use and lower the school's carbon footprint. Do an audit and decide on three actions school needs to take to reduce energy use. 1) Work with pupils to do an energy audit. School users will understand school energy from experience, such as cold and hot spots and provide behavioural knowledge. 2) Employ a professional consultant to advise on energy efficiency and renewables. Look for a CIBSE accredited low carbon consultant. 3) Check if your local authority has an energy manager who could advise.	MEEN has created an energy audit based on 3 different investigations. Check if your local authority has an energy manager as they should be able to advise. This action supports the key area of "our energy supply" which is part of the GMCA's 5 year environment plan.
Completed Receive a free talk or workshop from WaterAid  Pathway: Curriculum	It is important for students to understand that even in the rainy UK it is important to look after our water.	WaterAid's trained speakers are experts in water, sanitation and hygiene. Speakers can give an online talk or workshop to your group about WaterAid's work to tackle COVID-19, climate change, periods and more! Book a free talk or workshop.
Your Notes WaterAid could not make a visit. The assembly and resources were shared with the school by the head teacher.		
Completed Students to learn how to save energy in their day to day life  Pathway: Curriculum	When we consume less power, we reduce the amount of greenhouse gases released by factories, conserve the earth's natural resources and protect ecosystems from destruction. By taking steps to reduce our energy intake, we are contributing to a healthier and happier world. Co-benefits Pre-prepared high quality lesson plan and supporting resources.	Young Citizens provide lesson plans through their subscription. In their Saving Energy lesson, students will learn what is meant by the term energy source. They will consider how they use energy in their lives and be introduced to the basic environmental concerns raised when creating electricity from burning fossil fuels or through nuclear reactions. Students will then be shown how they can help the environment through saving energy in their day to day lives.

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Completed Create an outdoor classroom  Pathway: Campus	Teaching outside is good for young people's health, fitness and well-being. An outdoor classroom is about defining an area where learning can occur. It can be as simple as using sawn logs to create a seating area, building a wooden roofed structure or landscaping an amphitheatre. 1) Consider the sites available and the kind of classroom you want to provide. 2) If it is forest school style it can be as simple as sourcing logs and an awning; 3) If you need a wooden structure or the area needs landscaping you will need to find a suitable organisation to deliver your goals. Co-benefits It is good for pupils to gain knowledge of local fauna and flora.	To create your own outdoor classroom you are likely to need sustainably sourced logs and woodchip. Treestation have a Community Benefit Scheme for their sustainably sourced wood-based products. There are also plenty of organisations that can help build structures or re-landscape an area. The Lancashire Wildlife Trust, Sow the City can help create a forest school's area whilst Groundwork can also re-landscape. This action supports the key area of "our natural environment" which is part of the GMCA's 5 year environment plan.
Completed Create a pond or a wetland in the school grounds  Pathway: Campus	Creating a rain garden helps alleviate localised flooding. A rain garden is designed to temporarily channel and contain rain water. Often on a slope it collects water run-off from roofs and hard surfaces into a depression in the ground. Like any garden the depression will be landscaped and planted according to the conditions. 1) Talk to senior leaders about your idea. 2) Consider the site and, if there is flooding, where the water comes from and runs to. Consider where a hole could be dug deep in order to be filled with materials that allow water to sit around them. 3) Bring in expertise to help you consider the need, its position and the costs. Co-benefits It keeps the air cooler, provides habitat and can look good.	If you want to see school rain garden there is a local garden at Moorlands Primary in Trafford, whilst the University of Salford have a demonstration rain garden on their campus called the Living Lab. Groundwork, City of Trees and the RHS have experience building rain gardens. Rain gardens can be expensive so it is worth exploring grants and getting quotations. This action supports the key area of "our natural environment" which is part of the GMCA's 5 year environment plan.

Actions you already do

Hold a Fairtrade assembly

Pathway: Curriculum

Invite a visitor to speak about Fairtrade

Pathway: Curriculum