

Climate Action Plan

St. Peter's C.E. Primary School, Heysham

1 year plan 2025-2026



letszero@ashden.org

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign 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.	Start: Sept 2025 Review: Sept 2026		B.Longdon to sign up to the 'Let's Go Zero' campaign to help support the school with it's aims to become more sustainable and climate-change aware.	
Set up a Sustainability working party to include school governors, the Friends committee and SLT/ interested staff members,	Start: Autumn 2025 Review:		B.Longdon to coordinate with HT to bring together different members of the school community. This will ensure that our Climate Action Plan becomes integrated into the school development planning and that everyone in our school is engaged with the aims of the CAP. Meeting to be scheduled.	
Set up an Eco-club for KS2 pupils to enable the children to take the lead on climate change issues.	Start: Oct 2025 Review: July 2026		B.Longdon to establish this year's 'Planet Protectors' group. This academic year we will be trialing a group that includes only the oldest pupils [Years 5 and 6]. They will meet on a monthly basis, Pupils will be encouraged to take the lead and choose actions, with guidance. They will be expected to take on more of the responsibility for planned actions – such as, improved recycling.	

	Start: Review:			
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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
Take part in a whole-school 'Switch-off' campaign.	Start: Autumn 2025 Review: July 2026		Automatic lighting systems have been installed [previous target – achieved]. Focus to now be on switching off other electrical devices when not in use. Each class to have an 'Eco-warrior' to ensure lights and devices are turned off when not in use. Planet Protectors to promote this.	
Promote walking to school.	Start: May 2026 Review:		Following disappointing survey results in our previous 'Walk to School' week, this year we will endeavour to promote walking and cycling to school more. The pupils will now have their cycling training in Year 5, rather than Year 6, to enable more pupils to cycle safely to school. The Planet Protectors will plan events to create a buzz around 'Walk to School' week, there will be inter- class competitions, whole school assemblies, playground promotional displays, rewards and educational activities.	

ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Instruct all staff to follow heating efficiency practices – turning heating off or down vs. opening windows.	Start: Autumn 2025 Review: Summer 2026		Consider investing in an ‘Energy Sparks’ survey to analyse energy use and wastage throughout school and find potential ways to make savings. Monitor energy use on a regular basis – how much energy is being used when the school is shut? Do all fridges need to left on throughout the school holidays?	
Move to a more active school uniform, to include warmer fleece jackets/sweatshirts for the pupils and leggings/jogging trousers.	Start: Review:		Longer-term planning needed, alongside the school governors and all members of the school community.	

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Promote school uniform exchange.	Start: All year Review:		Encourage our families to use the school uniform hub to acquire items of uniform and not just to donate items. With the Planet Protectors group, hold football boot/welly/waterproofs swaps.	
Include sustainability as part of the school’s procurement of new stock.	Start: All year Review:		Sustainability working group to work alongside office staff to look carefully at items that we use lot of at school. For example, investigate alternatives to non- recyclable glue sticks and white board pens.	

			<p>Reduce use of plastic laminating pouches.</p> <p>Choose paper and card resources with care – opting for recycled alternatives</p>	
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Continue to monitor food waste and liaise with school cook to reduce food waste.	<p>Start: Sept 2025</p> <p>Review: July 2026</p>		<p>Make sure that children on school trips do not receive a plastic water bottle but take their own refillable water bottle instead.</p> <p>Repeat previous year's food waste survey with the PP group. Share their observations with the school kitchen.</p> <p>Look at the use of cling-film/plastic bag packaging in school packed lunches.</p> <p>Investigate offering more vegetarian options.</p>	
	<p>Start:</p> <p>Review:</p>			

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

See target in previous section of this CAP	Start: Review:			
	Start: Review:			

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Label bins clearly to improve recycling.</p> <p>Improve education around recycling.</p> <p>Engage in a plastic-reduction campaign.</p> <p>Increase recycling of soft plastics and used pens.</p>	<p>Start: Oct 2025</p> <p>Review: July 2026</p>		<p>Planet Protectors to take the lead with promoting better recycling. Class Eco-monitors to ensure bins are used correctly.</p> <p>Planet Protectors to take on the responsibility for collecting and correctly recycling soft plastic waste and used pens.</p> <p>Investigate further recycling options throughout school.</p>	
	Start: Review:			

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
Plan, and build, sheltered areas on the playgrounds and school field.	Start: All year Review:		Investigate the best ways to create better shaded areas in the school grounds. Investigate costings for shelters. Plant trees for longer-term provision of shade.	
	Start: Review:			

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Raise awareness – organise for United Utilities education services to visit whole school workshop to discuss water usage. Install water butts.	Start: Review:		Install water butts along KS1 building to provide water for plant area. Investigate costings for this and apply for Heysham South Wind Farm fund. Seek advice from HT at Overton St. Helen's school and local sustainability charities. Encourage staff/pupils to report any problems with taps promptly.	

	Start: Review:			
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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
Increase gardening opportunities throughout the school.	Start: All year Review:		<p>All classes to have planting areas. Build on success of last year's gardening project and make it even better!</p> <p>Gardening training/support to be provided by B.L – staff meeting.</p> <p>Funding to be provided for seeds, compost, top soil, gardening tools and resources.</p> <p>Investigate ways to encourage parents/grandparents to join in with our gardening efforts.</p> <p>Investigate ways of tasting/cooking/selling produce.</p> <p>More opportunities for learning through gardening/wildlife activities.</p>	

			<p>Improved links with the Wildlife Trust.</p> <p>More wildflower areas to be planted.</p> <p>Fruit bushes to be planted on the school field to provide natural barriers and enhance bio-diversity.</p> <p>Hedgehog house to be installed.</p> <p>Bug hotel areas.</p> <p>More pollinating plants to be added to the class gardens.</p>	
	<p>Start:</p> <p>Review:</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
	<p>Start:</p> <p>Review:</p>			

	Start: Review:			
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CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Increased use of gardening in the Science/Art/DT/Geography/PSHE curriculums. Gardening activities to integrated into each child's education at St. Peter's. Children to become stakeholders in their learning environments. Children to understand the need for biodiversity in their surroundings.			See above	

GREEN SKILLS AND CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
	Start: Review:			

	Start: Review:			
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