

Climate Action Plan

St Peter's CofE Primary Academy Mansfield

1 year plan Autumn 2025 – Autumn 2026

Carbon Score Year 2: 160.15 tCo2e Calculation: July 2025

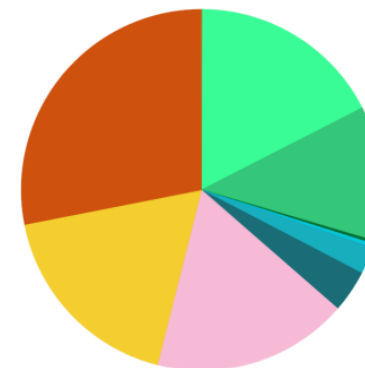


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Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **160.15 tonnes co2e*** per year

Operational area	Emissions area	t co2e*	% of footprint
Energy & Utilities	Fuel Usage	28	17%
	Electricity Usage	19.2	12%
	Waste Usage	0.1	0%
	Water Usage	0.4	<1%
Transport	Vehicles	0	0%
	School Trips	0.5	<1%
	Student Commutes	3.9	2%
	Staff Commutes	6.1	4%
Food & Drink	Meals	28	17%
Purchases	Spending	28.7	18%
	Uniforms	45.3	28%



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.

From your baseline in July 2024, to your recalculation in July 2025, you have reduced an estimated 41 tonnes co2e which is equivalent to 20% of your baseline result. This is due to your hard work in several areas but also partially due to an update to Count Your Carbon's calculation methodology in the area of transport.

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<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.</p>	<p>Start: Review:</p>			Completed July 2025

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
<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).</p>	<p>Start: Review:</p>			
<p>Monitor energy use on a regular basis through platforms such as Systemslink</p> <p>This online energy-monitoring platform enables schools to visualise their energy usage.</p>	<p>Start: Review:</p>			
<p>Set your BMS/BEMS appropriately in the evenings, weekends and school holidays, when the building may be out of use</p> <p>Setting appropriate evening and holiday settings on your BMS can improve savings by ensuring that the non-essential building systems are shut down or reduced to minimum when unoccupied.</p>	<p>Start: Review:</p>			

<p>Ensure your BMS/BEMS has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms</p> <p>Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.</p>	<p>Start: Review:</p>			
<p>Ensure the premises manager is effectively trained to optimise the BMS/BEMS</p> <p>Ensure your site manager is trained in how to monitor and effectively manage the controls on the school's BMS systems. If you are using an energy monitoring system, then site managers should be given access to CPD training courses to fully understand this so they can make use of this monitoring data to manage their systems.</p>	<p>Start: Review:</p>			
<p>Ensure your hot water system has efficient timings and temperature set</p> <p>Ensure that the hot water system is only circulating during the school day and is turned off out-of-hours, at weekends and during holidays (subject to Legionella flushing at the end of long holidays). Hot water should be stored at least at 60°C to prevent Legionella, and the temperature coming out of taps should be no higher than 43°C. A long-term option is to replace the hot water system with point of use electric water heaters which can be much more efficient.</p>	<p>Start: Review:</p>		<p>Upgrade all point of use water heaters in classrooms under timer control.</p>	
<p>Access support from your local Net Zero Hub</p> <p>Net Zero Hubs work with Local Enterprise Partnerships, Local Authorities and community organisations to improve capacity and capability on the journey to reaching net zero. Their aim is to help develop and finance decarbonisation and energy projects, supporting partners to decarbonise their respective regions.</p>	<p>Start: Review:</p>		<p>Liaise with your LGZ advisor for this – this may not be required if your BMS timings can be brought under control.</p>	

ENERGY – BUILDINGS & INFRASTRUCTURE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Install TRVs on radiators</p> <p>Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on existing radiators.</p>	<p>Start:</p> <p>Review:</p>		<p>Replace all heating thermostats in classrooms with modern digital controls which can be locked and timed.</p>	
<p>Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p>	<p>Start:</p> <p>Review:</p>		<p>Continue planned roll out of LED to replace existing halogens.</p>	
<p>Install PIR sensors on lights (movement sensors in areas of low traffic e.g. toilets)</p> <p>Install PIR sensors in areas that see only intermittent use, e.g. corridors and student toilets. The benefits of this will be clearer if using an energy monitoring platform alongside this to get more detailed data from before and after installation, (~£10 per light). Follow guidance by the DfE regarding lag times on PIRs to ensure they are set appropriately for the area they're installed.</p>	<p>Start:</p> <p>Review:</p>			

PROCUREMENT

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Reuse school uniform through a uniform exchange</p> <p>Set a target of reusing a specific number of uniform items each year through your Uniform Exchange</p>	<p>Start:</p> <p>Review:</p>		<p>Aim to tally amount of uniform reused across the course of the year – aim to improve on last year's estimate of 10%</p>	

<p>Reuse PE Kit through a uniform exchange</p> <p>Set a target of reusing a specific number of PE items each year through your Uniform Exchange</p>	<p>Start: Review:</p>			
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FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Offer a vegan / vegetarian option every day</p> <p>Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.</p>	<p>Start: Review:</p>			
<p>Increase meat-free offer on multiple days or number of meat-free options</p> <p>Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.</p>	<p>Start: Review:</p>			
<p>Arrange a menu consultation through external organisation, e.g. ProVeg</p> <p>Consider where and how plant-based meals are displayed on menus to reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list, and the meat-option as the alternative. Send off your menu to ProVeg for a menu consultation and advice on improving the planet friendly options.</p>	<p>Start: Review:</p>		<p>Encourage NCC to respond to the ProVeg menu suggestions. Consider student persuasive writing campaign to encourage NCC to improve their menu according to ProVeg's advice.</p>	
<p>Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options.</p> <p>Aim to increase uptake of plant-based meals through pupil-led assemblies</p>	<p>Start: Review:</p>			

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Run active travel campaigns e.g. Modeshift STARS</p> <p>Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p>	<p>Start: Review:</p>		<p>Embed best practice started last year. Aim to maintain or increase your percentage of pupils choosing Active Travel.</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				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Write a heatwave policy that addresses areas such as school dress code, passive ventilation measures, PE lessons and slip slap slop campaigns</p> <p>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: Review:</p>		<p>Ensure the policy is understood at Governor and staff level.</p>	

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
<p>Increase biodiversity to support local wildlife e.g. planting pollinator-friendly plants, putting up birdfeeders, bat boxes and 'bug hotels'</p> <p>Develop your outdoor spaces (forest school or planting areas) to enhance biodiversity. Funding for this could come from several grants and your CAA can send updates on funding as it comes available.</p>	<p>Start:</p> <p>Review:</p>		<p>Embed the best practice started last year with your Nature Park grants.</p>	
<p>Increase planting of available areas</p> <p>Identify areas in your school grounds which could accommodate planting. This could be natural planting such as hedgerows, trees and wildflower meadows or native plants in borders, planters or pots. Consider the best placement of this planting for accessibility and maintenance.</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>Include a commitment to sustainability in school values statement including declaration of Net Zero aspirations</p>	<p>Start:</p> <p>Review:</p>		<p>Your LGZ advisor can send our comms pack, with certificate, logo and suggested copy to use.</p>	

<p>Include a commitment to sustainability in your school values and public communications, e.g. declaring a climate emergency and intention of going Net Zero.</p>				
<p>Add sustainability goals/ projects/ successes to school website</p> <p>Celebrate your achievements and engage your community in your climate action plans by adding a dedicated sustainability page to your school website. You can also include links to Let's Go Zero and other organisations you are engaging with. Update it with photos or student-written blogs if you can.</p>	<p>Start: Review:</p>			



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