

Climate Action Plan

St Mary's CVA Brigg

1 year plan Summer 2025 – Summer 2026

Carbon baseline: 172.74 tCo2e Calculation: 28/5/25

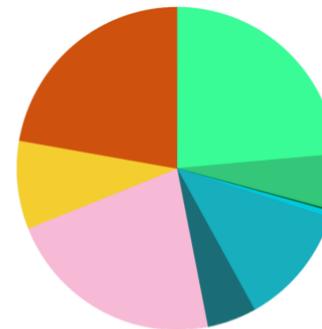


Jo.pettifer@letszero.org

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: 172.74 tonnes co2e* per year

| Operational area | Emissions area | t co2e* | % of footprint |
|--------------------|-------------------|---------|----------------|
| Energy & Utilities | Fuel Usage | 40.7 | 24% |
| | Electricity Usage | 9.6 | 6% |
| | Waste Usage | 0.1 | 0% |
| | Water Usage | 0.3 | <1% |
| Transport | Vehicles | 0 | 0% |
| | School Trips | 0.9 | <1% |
| | Student Commutes | 20.7 | 12% |
| | Staff Commutes | 8.5 | 5% |
| Food & Drink | Meals | 38 | 22% |
| Purchases | Spending | 15.3 | 9% |
| | Uniforms | 38.7 | 22% |



*'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.

Note: per pupil, overall your school's emissions are a fraction above average. Your emissions from gas and food are both significantly above average. Uniform emissions are at average and would be a good priority to address. Keep up the great work with active travel for your students.

| GET STARTED | | | | |
|--|---|----------------|---|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>Sign up to the Let's Go Zero campaign</p> <p>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.</p> | <p>Start: June 2025 Review:</p> | <p>J Leech</p> | <p>Laudato Si:</p> <p>“If someone has not learned to stop and admire something beautiful, we should not be surprised if he or she treats everything as an object to be used and abused without scruple. If we want to bring about deep change, we need to realize that certain mindsets really do influence our behaviour. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature.”</p> | |
| <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: June 2025 Review:</p> | <p>J Leech</p> | | |
| <p>Sign up to the Sustainability Support for Education</p> <p>Sustainability Support for Education</p> <p>A DfE-funded project that enables education settings to start or progress on their sustainability journey. This includes all types of settings from Early Years to Higher Education, offering suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.</p> | <p>Start: June 2025 Review:</p> | | | |

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

| ENERGY (Behaviour Change and Retrofit) | | | | |
|--|---|---------------------------------|---|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>Solar panels installed in the school</p> | <p>Start: June 2024 Review:</p> | <p>J Leech</p> <p>R Boulton</p> | <p>Catholic Life and Mission (CLM3.2) Leaders and governors embrace and actively promote the bishop's vision for the diocese including our aims to be Carbon Zero by 2030. They are enthusiastic in their response to diocesan policies and initiatives by engaging in active energy reduction and are seeking ways in which to meet ambitious Diocesan targets including ambitious retrofit projects.</p> | |

| | | | | |
|---|-----------------------------|--|--|--|
| Heat Pumps installed in the school | Start: June 2024 Review: | | | |
| <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> | | | | |

| PURCHASING and UNIFORM | | | | |
|---|-------------------|--------------|---|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>incentivise donations to the uniform exchange</p> <p>This requires communication to the wider school community and putting systems in place to get uniform from school leavers.</p> | Start: Review: | | <p>Laudato Si: “We all know that it is not possible to sustain the present level of consumption in developed countries and wealthier sectors of society, where the habit of wasting and discarding has reached unprecedented levels. The exploitation of the planet has already exceeded acceptable limits and we still have not solved the problem of poverty.”</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> | Start: Review: | | | |

| FOOD | | | | |
|--------|-----------|--------------|------------------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |

| | | | | |
|---|---|--|--|--|
| <p>Introduce an additional plant based/Planet friendly day</p> <p>Adding an additional planet-friendly day increases your vegan and vegetarian meal uptake.</p> | <p>Start: Sept 2025 Review:</p> | <p>A McIntyre</p> <p>J Leech</p> | <p>Catholic Life and Mission (CLM3.5) Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level: this is shown through our decisions surrounding the nourishment of our pupils, staff and community. They embody the Church's preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need through our work on minimising food waste. In every one of their decisions, such as supporting meat reduction on our school menus, they demonstrate an exemplary</p> | |
| <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: Sept 2024 Review: Sept 2026</p> | <p>T Mumby</p> <p>J Leech</p> | <p>commitment to care for our Common Home, to the pursuit of the common good and to service of those in greatest need.</p> | |

| TRANSPORT | | | | |
|--|---|------------------|---|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | 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: November 2025 Review:</p> | <p>J Leech</p> | <p>Catholic Life and Mission (CLM1.3)</p> <p>Through actions such as our sustainable travel campaigns, pupils gladly embrace their personal responsibility to care for our Common Home, pursue the common good and through their global actions on transport, serve those in need.</p> | |
| <p>Install EV charging points</p> <p>Install EV charging points in your car park for staff or parents and charge for usage.</p> | <p>Start: January 2026 Review:</p> | <p>R Boulton</p> | | |

| WASTE | | | | |
|---|---|---------------------|--|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>Establish procedures for the reuse of school supplies</p> <p>For example, have a sorting procedure before the end of summer term. See what supplies can be re-used. Any unwanted items can be donated. School Resources Exchange - SELL BUY SWAP</p> | <p>Start: December 2025 Review:</p> | <p>S Strickland</p> | <p>Catholic Life and Mission (CLM1.3.) Through our mission to act as stewards of our common home, our pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism.</p> <p>As a result of taking part in our waste reduction actions, such as donating their pre-loved uniform to our uniform swap shops, pupils flourish as they seek opportunities to grow in virtue. Through leading campaigns, such as recycling the canteens, they gladly embrace their personal responsibility to care for our Common Home, pursue the common good and serve those in need.</p> | |
| <p>Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom.</p> <p>Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly.</p> | <p>Start: Sept 2025 Review:</p> | <p>R Boulton</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 | Useful CSI Links | 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: January 2026 Review:</p> | JLE | <p>Catholic Life and Mission (CLM1.4)</p> <p>Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally and globally to issues surrounding water conservation. They can clearly articulate the theology underpinning their actions to care for our common home, locally through turning off taps and collecting rainwater for our gardens through to global action for all God's children, such as supporting our adaptation and resilience measures.</p> | |
| <p>Conduct a grounds audit using LtL tool for climate resilience</p> <p>Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.</p> | <p>Start: July 2026 Review:</p> | R Boulton | | |

| WATER | | | | |
|---|--|--------------|------------------|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>Raise awareness around water consumption and efficiency through workshops and displays that may be offered by your water provider</p> <p>Consider engaging with your local water company who may have an education team or free resources on their websites, from assembly sessions and visits to primary</p> | <p>Start: January 2026 Review:</p> | Eco Council | | |

| | | | | |
|---|--|-----------|--|--|
| schools for your pupils to webinars, downloadable tools and guides and more. | | | | |
| <p>Install systems to reduce water wastage e.g. controlled flow measures in bathrooms and leak detection (taps)</p> <p>Check your water supplier to see if they do free water audits and installations. At end of life ensure that taps are replaced by push press mechanisms to reduce water wastage.</p> | <p>Start: January 2026 Review:</p> | R Boulton | | |

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 | Useful CSI Links | TRACKER |
| Run nature club throughout the year, giving children the opportunity to be part of the aim to be a climate friendly school. | Start: Review: | J Leech A McIntyre | <p>Catholic Life and Mission (CLM1.4) Through our care for the natural world, our pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally and globally. They can clearly articulate the theology underpinning their actions such as protecting God's world and caring for its inhabitants. They carry out this mission through wildflower seeding, tree planting and tending our gardens.</p> | |
| Gardening Club to run throughout the year – developing a child's understanding of nature. | Start: Review: | R Wright | | |

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, CURRICULM and GREEN SKILLS AND CAREERS | | | | |
|--|---|-----------------------|--|---------|
| ACTION | TIMEFRAME | STAKEHOLDERS | Useful CSI Links | TRACKER |
| <p>Set up a sustainability working group including PTA</p> <p>Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change including SLT, site manager, teachers, and PTA. Ensure one person has oversight, taking the title of 'Sustainability Lead'.</p> | <p>Start: April 2026 Review:</p> | <p>AMC</p> | <p>Laudato Si: "There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as cooking only what can reasonably be consumed and showing care for other living beings." "</p> | |
| <p>Access the Climate Ambassadors scheme</p> <p>Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.</p> | <p>Start: September 2025 Review:</p> | <p>J Leech</p> | | |
| | | | | |



www.letsgozero.org

Ashden is registered in England and Wales as a company limited by guarantee.
Registered number: 05062574/ Charity number: 1104153
The Peak, 3rd Floor 5 Wilton Road, London, SW1V 1AP